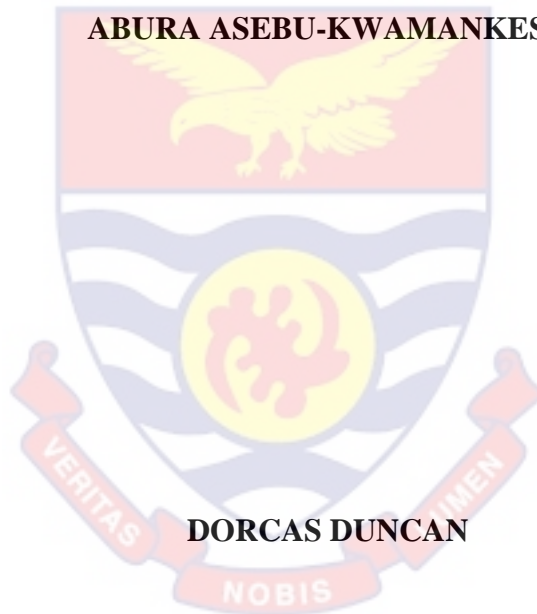


UNIVERSITY OF CAPE COAST

**SELECTION OF CLOTHING AND TEXTILES AS A HOME ECONOMICS
SUBJECT (OPTION) BY STUDENTS AT SENIOR HIGH SCHOOLS IN**

ABURA ASEBU-KWAMANKESE

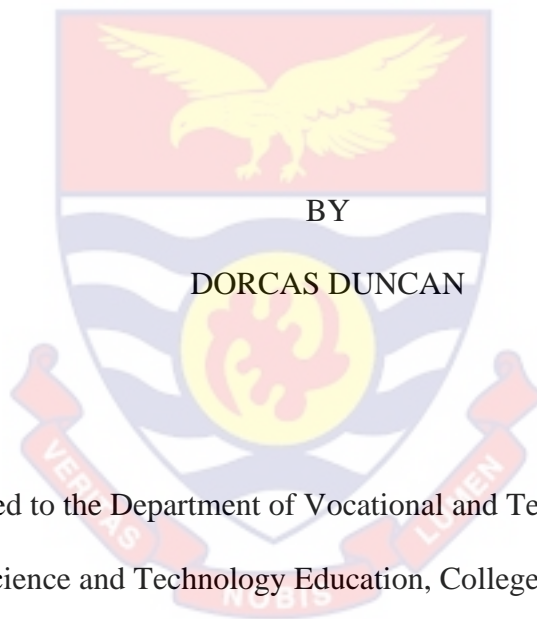


DORCAS DUNCAN

2023

UNIVERSITY OF CAPE COAST

SELECTION OF CLOTHING AND TEXTILES AS A HOME ECONOMICS
SUBJECT (OPTION) BY STUDENTS AT SENIOR HIGH SCHOOLS IN ABURA
ASEBU-KWAMANKESE



Thesis submitted to the Department of Vocational and Technical Education of the
Faculty of Science and Technology Education, College of Education Studies,
University of Cape Coast, in partial fulfilment of the requirements for the award of
Master of Philosophy degree in Home Economics

NOVEMBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name:

Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name:

ABSTRACT

The study assessed factors that influenced Form 2 and 3 Clothing and Textiles (C&T) students at the Senior High Schools (SHS) in the Abura Asebu-Kwamankese District in their selection of Clothing and Textiles as their field of study. The study was guided by three objectives and a hypothesis and utilised a descriptive cross-sectional design. The population of the study comprised all Clothing and Textiles students in form 2 and 3, Clothing and Textiles teachers and Heads of Department (HoD) in the Home Economics Departments in the four Senior High Schools in the Abura-Asebu-Kwamankese District. The total number of respondents used for the study was 588. This comprised 371 students, 5 teachers, 4 Heads of Department and 208 parents. The study used parents whose wards were studying Clothing and Textile as a subject and are in form 2. The study employed a census sampling technique to select 371 students, purposive sampling technique to select 5 teachers and 4 Heads of Department and convenient sampling technique to select 208 parents of students. Three different Surveys were employed to collect the data from respondents. The data collected were analysed using means, standard deviation, frequencies, percentages and binomial logistic regression. IBM-SPSS software for windows version 25 was used. The study found that, student's interest and passion for sewing influenced their choice in C&T as a subject. The study revealed that the career prospect and availability of employment in the studying of C&T was considered by parents before making the choice. Finally, teachers and Heads of Department indicated that teaching experience in C&T and mentoring of students had influence in the choice of C&T by students. The study recommends that students should be exposed to lot of career opportunities in C&T by their teachers at the Junior High Level to guide them in their choice of subject at the S.H.S. level. Stakeholders like counsellors at the schools are to educate parents whose wards are in J.H.S 3 and will be going to S.H.S. on the career prospects in C&T since parents consider career opportunities before making a choice for their wards. Also, Clothing and Textiles teachers and HoD's are to undergo in-service training to gain more experience to assist or mentor students in their choice of subject.

KEYWORDS

Clothing and Textiles

Head of Department (HoD)

Choice of study subject

Senior High Schools

Home Economics

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I also appreciate the help of Miss Marian Adams (Rtd), Rev. W.O Duncan and Mr. Justice Arthur for their guidance and contribution in this research. I also thank all second cycle institutions that gave me the permission to carry out this research in their institution.

DEDICATION

To my parents Rev. and Mrs. W. O. Duncan, my godmother Miss Marian Adams (Rtd), my husband Mr. Justice Arthur, my Children (Janel, Audrey and Eliella) and my siblings (Emmanuel, Samuel and Theodora).

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LIST OF ACRONYMS

SHS	-	Senior High School
JHS	-	Junior High School
HoDs	-	Head of Departments
AAK	-	Abura-Asebu-Kwamankese
SCCT	-	Social Cognitive Career Theory
TVET	-	Technical and Vocational Education and Training
FET	-	Further Education and Training
BDT	-	Basic Design Technology
C&T	-	Clothing and Textiles
F&N	-	Food and Nutrition
VET	-	Vocational Education and Training
GES	-	Ghana Education Service

CHAPTER ONE

INTRODUCTION

Background to the Study

The structure of education in Ghana has a pathway to empower students to gain information and skills training which enhance productivity among the youth and even adults in job creation. Article 25 1b of the 1992 Constitution (The 1992 Constitution of Ghana), states that “Secondary education in its different forms including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education”. The achievement of this would be determined by the interface among the students and the school surroundings, under any performance from them may dwell in the student’s overall education outcome.

In the field of education, the selection of subjects plays a crucial role in shaping students' academic and career paths. The decision-making process surrounding subject choices is influenced by various factors, including personal interests, societal expectations, and perceived career opportunities. Understanding these factors is essential for educators, policymakers, and educational institutions to provide appropriate guidance and support to students. The Abura Asebu-Kwamankese District, located in Cape Coast-Central Region, is home to several Senior High Schools that offer the Clothing and Textiles subject. Investigating the factors that influence students' decisions to choose or opt for this subject in this particular district might offer insightful information on the dynamics of subject choice within the local educational environment.

Education, is the complete development of the individual so that he can make an original contribution to human life to his best capacity (Hanesová & Theodoulides, 2022). Education can be used to synergize formal, informal, non-formal ways of learning having the emphasis on skill development and for only certification purposes (Zayyanu, 2023). Similar to formal education, non-formal education is structured by teaching and learning activities that take place outside of the school system and are intended to satisfy the unique educational requirements of certain groups of individuals in the community. These activities may conclude with the presentation of certificates. While informal education does not result in credentials, involves unconscious teaching and learning, and has no such place, and is unrelated to the issuance of certificates. The purpose of education is transforming someone into an effective learner and a complete human being (Zachary, 2022). According to him, the development and right nurturing of a student's aptitudes, competencies, and attitudes is required.

Vocational goals and aspects have long been incorporated into education (Ministry of Education (MOE), 2002). What is predominantly formal, has equipped individuals who possess the necessary information, abilities, and attitudes to contribute meaningfully toward the national development objectives of wealth growth and poverty reduction (GES, 2008). Amedome and Fiagbe (2013) asserted that Technical and Vocational Education and Training (TVET) is essential to the social and economic development of a society. TVET programs feature competency-based applied learning, that helps people develop their academic knowledge, higher-order thinking, problem-solving abilities, and occupation-specific skills, all of which are essential for achieving financial independence. Ghana's 2007 educational reform gave TVET education a lot of attention in order to give youngsters employable skills and lower unemployment.

In Ghana, Home Economics is one of the TVET programmes and is taught at all academic levels. In schools, Home Economics focuses on theory and practice. This might be geared toward a career education, an applied academic programme, a course that produces a product or technology, or independent-living skills that support the growth of self-reliant attitudes and skills (International Federation of Home Economics [IFHE], 2008). Learners can utilize the knowledge and abilities they acquire in Home Economics to further their careers in the nation as well as in their personal and family life. Home Economics being the umbrella programme under which Clothing and Textiles finds itself is an applied, multi-disciplinary programme that offers students a variety of learning opportunities, information, insight, and skills required for functioning as independent people and family members. The heart of Home Economics is the integration and application of academic knowledge along with the development of practical skills. Home Economics focuses on strengthening the home and the fundamental unit of the society.

Clothing and Textiles, a subject covered in Home Economics is taught at all Ghanaian educational levels (basic, secondary, and tertiary). At the basic level, the subject is studied as part of Basic Design and Technology (BDT). Basic Design and Technology integrates Pre-technical Skills, Home Economics, and visual arts in a variety of ways (GES, 2007). The three domains of BDT are combined as the core skills for BDT components and it is studied in the first year of the Junior High School (JHS). However, throughout the remainder of the JHS programme, students are required to study one of the three skill areas (Pre-technical Skills, Home Economics, and Visual Arts). The options for Home Economics are Catering and Sewing. Before moving on to Senior High School, where they can choose either Clothing or Textiles (C&T) or Food and Nutrition (F&N), students are obliged to master these essentials of Home

Economics (in Catering and Sewing). From the fundamental to the tertiary level of education, the Sewing/C&T instructor is intended to provide students with the competences needed for understanding the subject. Sewing/C&T courses at the basic and secondary levels lay the groundwork for tertiary studies that lead to a variety of high-level occupations and varied degrees of vocational abilities. Clothing and Textiles is a course that emphasizes skills designed to help give students the personal, marketable skills they need to be independent (Lemechi, 2000).

Careers in Clothing and Textiles include a wide range of professions such as garment design, fabric making and production and so on. In order to boost enrolment and employment rates in the garment sector, the subject of Clothing and Textiles has to be given more attention in schools to appeal to the target audience. Subject that gives students the chance to learn practical skills should have more attention in the educational system. Everybody needs a variety of clothes for daily usage, and Clothing and textiles items are utilized in some capacity everywhere there are people. The industry would be able to increase income creation in Ghana if it is researched carefully and the industries are effectively supported by the government. According to Asare and Nti (2014), teacher quality must be a top priority in a time when quality education is a concern for international organizations that focus on education and rules national debates. They believed that because teachers play such a crucial role in advancing any educational goal, teacher education must be of the greatest calibre. For optimal educational outcomes, high-quality teacher preparation is essential. The basis of Technical and Vocational Education is the integration and application of academic knowledge along with the growth of practical skills. Technical and Vocational courses in career technology give students the basis they need for hands-on and mental training in career technology adoption (National Council for Curriculum and Assessment

(NaCCA), 2020). The overall goal of studies in Clothing and Textiles is to assist students in becoming aware of job options in the field and in becoming self-employed as stated in the Syllabus for SHS (Curriculum Research and Development Division, 2015).

Clothing and Textiles is a course that emphasizes skills designed to help equip students with individual 'sell-able' abilities required for independence (Lemechi, 2000). Clothing and Textiles equips individuals for enormous employment opportunities in occupations (Anyakoha, 2001). Examples are Fashion namely dressmaking or clothes building, design, dry cleaning, laundry, tie and dyeing, hair styling, beauty care, fashion marketing, and pattern drafting or illustration. The attitudes of students, teachers, parents and school administrators to Clothing and Textiles determine the way, the course is valued. This in turn influences how the subject is learnt, taught, and accepted.

Statement of the Problem

The national development goals of eradicating poverty and generating prosperity are reflected in Ghana's present educational curriculum. As a result, it gives students employable skills at all three levels of Education (Basic, Secondary, and Tertiary), lays the groundwork for future study, and gets them ready for professional advancement. Skill development and Vocational Training form part of Ghana's educational curriculum (Ghana Education Service Curriculum Review, 2018). The eventual benefits from acquiring skills from Technical and Vocational courses such as Clothing and Textiles cannot be overdrawn. Economically, the learners hope to gain independence and further support family whiles escaping the youth unemployment situations currently facing Ghana (Ministry of Employment, 2021).

Furthermore, the tendencies of skill-assisted beneficiaries who have studied Clothing and Textiles to support Ghana's vision of 1 District 1 Factory (1D1F) intends to promote developmental agenda for the country (Ministry of Finance, 2018). However, few students develop interest in studying 'Food and Nutrition' which is a related subject. Due to a variety of reasons such as proper orientation on the course, innovative curriculum development and few professional instructors ready to impart knowledge and skills in most developing economies (Arubayi et al 2011).

In the Central Region, data available indicated that about 70% of graduates from Junior High Schools (JHS) go on to study non-technical courses to the neglect of Technical and Vocational courses especially in Clothing and Textiles as the study's focus (Central Region Directorate of Education, 2018).

At the JHS level in Ghana, Home Economics is fused with other content areas and called Basic Design Technology (BDT). The BDT is made of Pre-technical Skills, Visual Arts and Home Economics (Sewing and Catering). In JHS 1 students are allowed to do the three aspects in BDT, then, in JHS 2 to 3 schools choose any of the three for the students. At the SHS level, Home Economics as an area of study is split into three parts. – Management in Living, Food and Nutrition, and Clothing and Textiles. Management in Living is compulsory for any student offering Home Economics with students given the option to choose either Clothing and Textiles or Food and Nutrition with no option to choose both. Anecdotal Evidence shows that most students offering Home Economics choose Food and Nutrition over Clothing and Textiles (Quarcoo, 2021). Research has shown that lack of facilities, training materials, inadequately trained instructors and financial handicap at school management has contributed to the waning of interest in the study of Clothing and Textiles in schools (Arubayi, 2003). One is left wondering why most students choose Food and Nutrition than Clothing and

Textiles. Making a choice in subject area at the SHS level is a rather difficult choice for students to make because it affects the type of career they choose to follow in the future.

Investigating why students choose to do Clothing and Textiles, despite the higher enrollment in Food and Nutrition, is justified because it provides insights into students' decision-making processes and helps identify strategies to promote and enhance the appeal of Clothing and Textiles as a subject.

Purpose of the Study

The aim of this study was to determine the factors that influence form 2 and form 3 Clothing and Textiles students at the Senior High Schools in the Abura Asebu-Kwamankese District Ghana to select the subject as their field of study.

Objectives of the study

The objectives of the study were to;

1. identify factors that influence students in the choice of Clothing and Textiles as a subject.
2. examine factors that influence parents/guardian in the choice of Clothing and Textiles as a subject for their wards.
3. assess the factors that influence Teachers and Heads of Department in the choice of Clothing and Textiles as a subject by the students.

Research hypothesis

H_0 : There is no statistically significant influence of (a) student, (b) parents, and (c) teacher factors on the choice of Clothing and Textiles.

Significance of the Study

This research established factors responsible for influencing Clothing and Textiles subject as a choice among the form 2 and 3 Home Economics students at the Senior High Level in Abura Asebu-Kwamankese district Ghana. Furthermore, the

research would help make teachers/Heads of Department in the Senior High School adopt measures that will boost the interest of students in Clothing and Textiles as a subject of choice at the Senior High Level. By addressing the existing disparity, educational institutions can create a more balanced and diverse range of subject options, ultimately benefiting students in their pursuit of vocation and personal development.

Delimitations

The study only included students studying Clothing and Textiles at AAK's S.H.S. The study focused on only form 2 and 3 students offering Clothing and Textiles, Heads of Department and Clothing and Textiles teachers at the Home Economics Department as well as parents whose wards are in form 2 studying Clothing and Textile and are staying with them.

Definition of Terms

- Catering and Sewing, they are Home Economics subjects studied at the Junior High School level.
- Clothing and Textiles, Food and Nutrition and Management in Living; they are subjects studied at the Senior High Level.
- Garment design, Fabric making and Production; they are some of the careers in Clothing and Textiles.
- Junior High School (J.H.S) and Senior High School (S.H.S); they are used at the basic education level and senior secondary level respectively.

Limitations

I intended to use all the parents of the form 2 students. However, 208 parents were used. This was because some of the form 2 students were not staying with their parents but rather on their own at a hostel around their schools in A.A.K. It affected the generalization of the results to all form 2 students' parents.

Organisation of the Study

The study was organized in five chapters and each of the chapters had different focus. Chapter One looked at the background to the study which dealt with the problem statement, research objectives, significance, delimitation and the limitations of the study. The second chapter was on the theoretical, conceptual framework, and empirical review.

Chapter three was on the methodological approaches to the study. Which dwelled on the research design, population, sample size and sampling technique, and method of instrumentation, data collection procedure, data analysis. The fourth Chapter was on the results and discussions while the fifth Chapter presented the summary, conclusion and recommendations for the study.

CHAPTER TWO

LITERATURE REVIEW

Overview

The purpose of the study was to evaluate the variables that affect the selection of Clothing and Textiles as a Home Economics subject (option) by students at Senior High Schools in Abura Asebu-Kwamankese district. This chapter constitutes a review of the theoretical, conceptual and empirical reviews of the study. The theoretical review constitutes a discussion of relevant theories pertaining to the topic. The conceptual review is employed to give direction to the research whilst the empirical review entails critical look at related studies with regard to the objectives of the study.

Theoretical Review

The Life Span Theory of Career Choice and Development by Super (1990), the Social Cognitive Career Theory (SCCT), and Holland's Theory of Personality Types of Career Choice and Development are reviewed under this section.

Social Cognitive Career Theory (SCCT)

According to Lent (2013), SCCT is an extensive career theory that is built upon Self-Efficacy Theory and General Social Cognitive Theory by Albert Bandura. It posits that a person's career trajectory is influenced by the interactions of various elements within the career domain (Wang, Liu, & Deng, 2022). Social cognition theory was to help individual through education make career choices for growth and success in a variety of situations (Zhao et al 2021). Some of the major factors in this theory include self-efficacy beliefs, result expectancies, and objectives, all of which are cognitive-person in character. In the opinion of Lanero et al (2016) the characteristics of interaction with some external variables of the person in order to further shape career progression. In fact, most research on the theory concentrated on the cognitive factors

(self-efficacy, result expectancies, and objectives) in isolation from the environmental variables since its conception.

Environmental influences are those that encourage or discourage the pursuit of a certain profession. Career supports provided by the environment, on the other hand, may not always encourage pupils to choose a certain profession. In a similar vein, the presence of professional hurdles may not dissuade certain students from pursuing specific occupations or paths. Financial and non-financial assistance are provided by several organizations in the environment. Students' awareness of available resources and how simple it is to acquire them, regardless of the manner in which they are provided, may be beneficial in influencing their choice of vocation. For example, networking opportunities (connecting students to industry, recommending students to employers), searching for internship opportunities for students, and providing advice on sources of funding for entrepreneurial activities in the industry are all examples of support available within the educational environment.

This research's goal is to look at the personal, family/guardian and school supports that are accessible within the learning environment, as well as their link to students' choice of vocations in the Clothing and Textiles industries. Although it is expected that students' career choices in the Clothing and Textiles subject would increase as a result of the availability of these resources, there is no certainty.

Super's life span theory of career choice and development (1990)

Kosine and Lewis (2008) highlight that the importance of growth and exploration is emphasized in Super's philosophy of career development stages in acquiring knowledge about the alignment of matching one's passions and skills to various vocations' criteria. Essential concepts like professional maturity and occupational self-concept are covered by Super's theory, which form the basis for the

process of career development. The theory also takes into account career phases, professional self-concepts, the concept of vocational maturity, and more patterns.

Vocational life stages

Super (1990), generated a life span vocational choice as Growth Stage (birth to 14: From birth to the age of fourteen (14), this period lasts. The three sub-stages of this stage are capability, interest, and fantasy. Fantasy and role-playing are prevalent throughout the Fantasy sub-stage (ages 4-10). The interest sub-stage (ages 11–12) places a focus on preferences for choosing careers and ambitions. The emphasis on the teenager or student's ability in a particular field before making a career decision is another aspect of the capacity sub-stage. At this point, developing one's self-concept and forming an orientation toward the working world are the most crucial developmental tasks.

Tentative, transitional, and trial are the sub-stages of the exploration stage (ages 15 to 24). Tentative sub-stage (15–17): Due to ambiguity regarding abilities, the availability of training, and access to career prospects, there is a constrained range of options. Adolescents join the workforce or labour market during this transitional substage (18–21 years) and focus on achievable vocations. Trial sub-stage (22–24 years old), here is when the job starts. At the exploration period, the fundamental developmental activities become a vocational choice, which the teenager determines and puts into practice. For SHS students, the exploration stage is a critical period for self-discovery, career exploration, and decision-making. It is during this stage that they refine their vocational preferences, gain exposure to different occupations, and acquire the necessary knowledge and abilities for their next jobs. The exploration stage provides opportunities for students to test their interests, abilities, and motivations, ultimately guiding them towards a more informed and purposeful career path.

Foundation stage (25–44 years): At this point, it is understood that stability is necessary after an ideal or adequate employment field is identified. Trial and stability are the two sub-stages that make up this stage. Trial sub-stage (25–30 years): During this time, changing careers may be necessary, particularly if the current position is unstable and unpleasant. Sub-stage of stabilization (31–44 years): During this stage, the person makes an effort to get a stable work.

During the upkeep phase, which typically occurs between the ages of 45 and 66, individuals tend to remain in their current job or occupation. The primary focus during this stage is to preserve the status and gains achieved throughout their career. This includes maintaining job stability, continuing professional growth, and ensuring financial security. Individuals in the maintenance stage often seek to sustain their current position, capitalize on their experience and expertise, and make any required modifications to adapt to modifications in their workplace or sector. The maintenance stage represents a period of stability and consolidation in one's career, where the emphasis shifts from seeking new opportunities to safeguarding and maximizing the gains made thus far.

Vocational self-concept

Super (1969) thinks that one's self-concept influences one's preference for and choice of job. Whatever the form, a person tries to incorporate their self-concept into their work preferences. The degree to which one's professional choice and self-concept are in line determines how happy one is at work and in life. However, a lack of a thoroughly crystallized idea might result in professional uncertainty.

Concept of career maturity

According to this theory, particular behaviours serve as indicators of a person's competence in a range of developmental activities. The fundamental premise behind

Super's developmental phases technique is that a person must be proficient at the activities of one life stage before progressing to the next. As a result, measuring professional maturity is essential since it enables deductions about a person's developmental/vocational stage (Super, 1969). Six characteristics related to vocational maturity were found by Super and Thompson in 1979. These include the understanding of the necessity for advance planning, decision-making abilities, information resource knowledge and usage, basic career information, information about the world of work in general, and specific information about preferred jobs.

Thus, in relation to Clothing and Textiles Career, it is important that students plan ahead, improve on their decision-making skills, have knowledge on the proper resources available and how to use them, be well informed about the career they want to pursue. When students are able to meet these criteria, selecting a suitable career becomes less complicated for them.

Holland's theory of personality types of career choice and development (1990)

The vocational personalities and environments theory of John Holland is widely recognized as a highly influential model within the realm of career development (Gottfredson & Johnstun, 2009; Nauta, 2010). This theory proposes that six distinct personality types—Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C)—can be used to describe both people's personalities and work situations.

Super has claimed that his approach encompasses both occupational/career choice and personality structure. The theory describes behaviours relating to the workplace, such as which career paths are most likely to result in successful and satisfying employment. It also explains other human behaviours, such as academic achievement and programme satisfaction. The majority of career counsellors utilize it

since it is the most well-known and well researched theory on profession choice. Knowing Holland's theory will aid you in selecting the majors, jobs, occupations, and training programs that are ideal for you. Self-Directed Search (SDS) and Vocational Interest Preferences (VIP) are two tools he created.

Holland's hypothesis may be distilled into the following six points:

1. The six personality types—realistic, investigative, artistic, social, entrepreneurial, and conventional—represent the majority of individuals.
2. When people with similar personality types work together, the workplace becomes more suited to their style. For instance, when creative people work together, they create an environment that encourages and rewards original thought and behaviour.
3. Realistic, Investigative, Artistic, Social, Enterprising, and Conventional are the six fundamental categories of work settings.
4. People look for environments where they may make use of their talents and express their beliefs. For instance, those who are investigative look for investigative surroundings, those who are creative look for creative situations, etcetera.
5. People are more likely to be successful and content when they work in a setting that matches their personality type.
6. The atmosphere of one's job (or school) has a significant impact on how one can act and feel while at work. If one is working with individuals that share similar personality traits, they will be able to accomplish many of their goals and will feel most at ease. A person desires to pick a profession whose personality type

is the same as or comparable to their own, claims Holland's thesis. Your chances of success and work happiness are higher if you do this.

An excellent matchup is referred to as “congruent” (meaning “compatible in agreement or harmony”). Thus, it is necessary for students to identify their personality type and the best vocation that will suit them. For instance, the realistic employment environment is the one for which a student receives the greatest score on the career key. It makes sense together. This suggests that a person selects a position in the Realistic group. Alternatively, pick from the traditional or investigative career categories.

Six personality and work environment types (RIASEC)

1. Realistic type (R): This personality enjoys working with their hands, tools, machinery, and other tangible, mechanical, and practical items. Careers in engineering, driving, agriculture, and computer science are popular choices for realistic individuals.
2. Investigative type (I): This type of person uses their cognitive abilities rather than their emotive ones; they are analytical, critical, logical, careful, precise, scientific, and they deal with theory and data. The following are some examples of investigative careers: law, pharmacy, statistics, psychology, and medicine.
3. The artistic type (A) is a person who appreciates aesthetics, creativity, and cultural activities. They may become skilled in writing, acting, music, painting, and other artistic endeavours.
4. Social type (S): This personality type excels in interacting with helpful and cooperative others. These professions include teaching, social work, pastoral work, nursing, and counseling, as examples.
5. The enterprising type (E) favours occupations that include manipulating people in order to achieve a goal. These folks like controlling, selling, leading, and

promoting. Journalism, politics, marketing, law, and communications are a few examples of such professions.

6. Conventional type (C): This personality enjoys regular, systematic, tidy, and practical tasks like maintaining records, organizing materials, writing, and calculating data. Typical occupations include those of a clerk, accountant, banker, bookkeeper, or librarian.

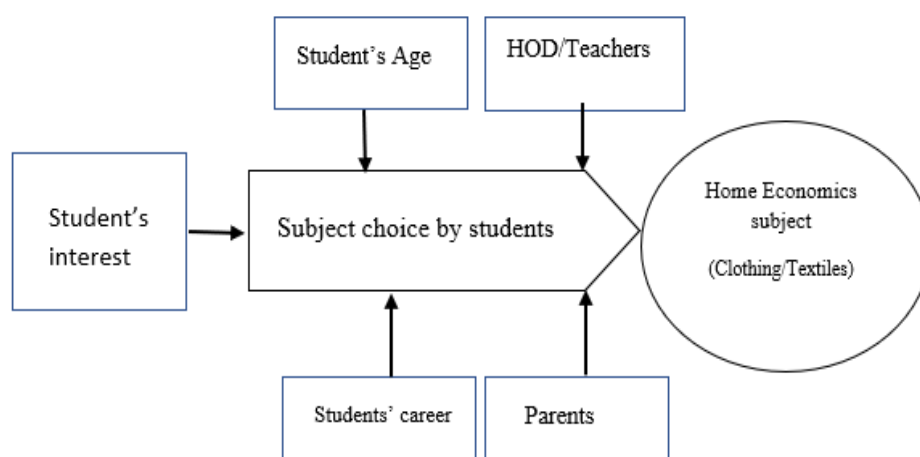


Figure 1: Conceptual Framework on the factors that influence the choice of subject by students

(Source: Author's construct, 2023)

The conceptual framework demonstrates the influence of students' age, students' interest and students' choice of career on the subject selection in Senior High School. Thus, in choosing a Home Economics subject, it is possible that students consider their interests, their age and the kind of career they would want to engage in. A career involves a chosen professional path that encompasses education, training, skills, and employment in a specific field. Interests can guide individuals in discovering suitable career options that align with their passions and strengths, but additional considerations are necessary to make informed decisions about a long-term career.

Other factors such as Heads of department and Teachers at Home Economics department, as well as Parents whose wards are doing Clothing and Textiles may also influence students' choice of subject. For instance, some students rely on their parents to determine the subject they choose. Parents may consider their financial capacity, their own jobs or their neighbour's job before deciding on the subject to choose for their wards. Also, Head of Departments and Teachers contribute to ensuring that their schools' subjects are effective enough to attract students to choose. Thus, Head of Department and Teachers may also influence the environment. This is as a result of them being responsible for providing an atmosphere that encourages learning, and also provide the right tools and equipment to be used for practical lessons. Therefore, it is possible that a student's choice of subject may depend on personal factors (their age, interests and career), Parents, Heads of Department and Teachers and the school environment.

Empirical review

Factors that influence students in their choice of Clothing and Textiles as a subject

Students have a huge influence on the selection of Clothing and Textiles as a subject. Their preferences, interests, and motivations influence their decision to select this particular subject in their academic curriculum. Mndebele and Xaba (2006) conducted a study to determine what variables led students in grades 11 and 12 to choose vocational education courses. All students in Swaziland's 16 vocational high schools who had chosen a vocational course comprised the study's population.

The first batch of students in the programmes for agriculture, commerce (business), home economics, and technical studies made up this cohort. 536 students participated in total. The top three justifications given by students for choosing vocational studies were as follows: (a) want to create jobs rather than look for them, (b)

a desire to obtain vocational skills, and (c) a chance to find work after finishing grade 12. However, the study involved several students in areas such as Agribusiness, home economics, technical studies, and commerce which are together referred to as vocational subjects. The study did not focus only on home economics subjects but all other vocational courses.

Dalley-Trim, Alloway, and Walker (2008) in a study that relied on findings of a national study, "School Students Making Education and Career Decisions: Aspirations, Attitudes and Influences." Students in Years 10 and 12 at public secondary schools in Queensland, Western Australia, and New South Wales, three Australian states where the study effort was centered, as well as parents in each of the three New South Wales schools, participated in focus groups. 340 pupils in total were questioned. The findings revealed that students pursued Vocational Educational and Technical (VET) subjects because they considered that VET subjects were good subjects. Thus, students engaged in VET subjects because they enjoyed these subjects. They said that VET programmes offered worthwhile credentials and a head start in post-secondary endeavour. Additionally, many felt that VET offered much-needed break from the demanding academic topics. The idea that VET topics were "enjoyable," "fun," and "exciting" subjects was strongly emphasized by the students. They contrasted VET topics with "normal" and "boring" school subjects and positioned them in opposition to them. They said that VET topics offered were "different from" the regular school subjects available and had a more "practical" focus. This suggests that most students view VET subjects as interesting to pursue. However, the study explores general reasons why students choose VET subjects but does not explore the reasons why students chose specific subjects such as Clothing and Textiles.

Powell and McGrath, (2013) conducted a study on why students enrol in Technical and Vocational Education and Training (TVET). The study focused on college students pursuing Further Education and Training (FET) in South Africa. The essay is based on in-depth interviews with 20 students and alumni from a public Further Education and Training (FET) programme in South Africa that lasted around two hours each. The study found that students who enroll in TVET programs aim to prepare themselves for work that is fulfilling, enhances their capacity to give back to their families and communities, boosts their self-esteem, and broadens their prospects for the future. The study focused on college of education students, it did not indicate the specific course the students were undertaking.

Ankoma-Sey, Quansah, and Nsoh, (2019) conducted a cross-sectional descriptive survey to identify determinants of the number of students enrolled in Home Economics courses. The study's primary population was first-year Home Economics students from 16 specifically chosen SHSs in the Western, Central, and Greater Accra Regions of Ghana. Four schools in the Western Region, six in the Central Region, and four in the Greater Accra Region were randomly selected using a basic random sampling methodology (lottery method). Then, all first-year students in the chosen institutions who were studying home economics were included using a census sample approach.

The study included 1,136 students from 16 different schools as its sample size. A questionnaire was used to gather the information. The data analysis showed that among other things, factors including interest, employment possibilities, Basic Education Certificate Examination (BECE) grade, and anticipated workload strongly affected students' decisions to enroll in the Home Economics programme. Thus, students chose to pursue Home Economics considering their enthusiasm for the

programme, this being the most important measure students consider before they choose a subject. They also consider the job prospects of the subject they wish to pursue. Students who thought that enrolling in the Home Economics programme would lead to employment were more inclined to do so.

It was also revealed that in choosing a subject in second cycle institutions, students consider the grade they got in their BECE first. This is because subjects usually have cut off points or sometimes requires students to perform very well in selected subject areas before they are considered for admission in some programmes at the senior high school level. It is therefore necessary that students consider where their strength lies before picking a subject in Home Economics. It was revealed that some students also consider the workload associated with the specific programme they wish to pursue. For instance, Students were less inclined to enroll in the Home Economics programme if they believed it to be very demanding. As such students consider which programme, they think will match their work commitment.

Ankoma-Sey, et al (2019) study used a large sample (N=1136) providing valuable information in relation to Home Economics, however, they focused generally on Home Economics as a programme rather than reasons why students choose individual subjects in Home Economics. For instance, their study did not provide reasons students would want to pursue Clothing and Textiles as a subject of interest, however, provided general reasons why students would want to pursue Home Economics as a programme. Also, the study focused on students in senior high schools and not junior high school students.

Safarmamad (2019) in a descriptive study examined Initial Vocational Education and Training (IVET) lyceums in Tajikistan are influenced by a number of different reasons before students decide to enroll. 541 pupils from IVET lyceums were

selected at random and given paper surveys by the researcher. The results indicated a high correlation between gender and program enrollment, indicating that both male and female students choose conventional programs. Majority of female students chose to be in the Family and Consumer Science (broad spectrum of hospitality/food service) than other vocational courses. Also, there were more females than males under this course. Implying that more females study Home Economics than males.

The study also discovered that factors such as career chances, acquaintances, past experience, and enthusiasm in the profession affect students' decisions to enrol in vocational programmes. This implies that one personal factor that students consider is whether they are likely to get a job after their studies before enrolling on a Home Economics programme. Also, students are likely to enrol in a programme if majority of their friends offer such a programme. Some students were also more comfortable enrolling in Home Economics because they had prior experiences in the field.

The current study focused on how individual's choices becomes a factor to choosing a career path through formal education at the basic level of education. However, the study considered a broad range of programmes such as Automobile and transportation industries, business, construction, Information Technology (IT), manufacturing and industry, family and consumer sciences/services, and agriculture were included in that order. Therefore, it is inconclusive as to whether the factors that motivated a basic school student to choose any of the programmes will be the same factors that will motivate them to choose specific subjects such as Clothing and Textiles.

In the Kharas education zone of Namibia, Enkali (2019) looked at the variables influencing male learners' decisions to major in Home Economics. The goal of the study was to identify the cultural and traditional variables influencing the choice of Home

Economics as a programme by a small percentage of male students. A sample of 58 people were chosen for the study from five schools in the region that offer Home Economics as a programme. The criteria for sampling and intended random sampling were both utilized in an effort to get a representative sample of the population.

The results supported a number of factors that affect male students' decision to study Home Economics. Some male students reported finding other elective classes difficult and switching to Home Economics because they thought it would be simpler for them. They wished to demonstrate to other male students that Home Economics is not just a programme for female students. These students also mentioned that they liked the programme in general and picked Home Economics because they appreciated the practical aspect of cooking. In addition, every interviewee said they were delighted to be studying Home Economics and that they enjoyed it. However, the study explored general reasons why students choose Home Economics but did not explore the reasons why students chose Clothing and Textiles.

Furthermore, the study involved only male learners and did not capture the views of female students. Also, the study involved both students who studied Home Economics and those who were not studying Home Economics. As such, the views presented may not be a representative of all students offering Home Economics.

Other researchers have found gender to be influential in choice of Home Economics as a programme. Ogunmosin, Akinyotu and Orisamika (2021) also examined students' enrolment in Home Economics departments at Colleges of Education in Nigeria. It was carried out on 240 students. The Simple random selection and stratified sampling methods were used to choose the respondents. The research employed descriptive survey. Data gathering involved the use of a standardized questionnaire. Findings revealed that gender, academic performance, students' career

aspirations and goals, and difficulty/academic stress were responsible for students' choice of Home Economics as a programme. Thus, from the results, students' gender influences their choice of programme.

Also, before students choose Home Economics as a programme, they consider their aspirations and goals such as the kind of career they wish to pursue in future. Other students also chose Home Economics as a course based on their academic difficulties or academic stress. Thus, students who chose Home Economics do so because their strength lies in this area and not in other courses they may perceive as stressful.

Considering the outcome of their study, it is similar to Ankoma-Sey et al. (2019). The study mentions 4 major areas of Food and Nutrition, Clothes and Textiles, House Administration, and Child Development and Care are all related to Home Economics. However, the study explores general reasons why students choose Home Economics but does not explore the reasons why students chose each of these four subjects. Furthermore, the study used College of Education students as a sample and do not provide enough data about students at the Senior High level.

Factors that influence teachers and head of the departments in the choice of Clothing and Textiles for students

Attoh (2016) conducted a study on the low enrollment of pupils in Ghana's Senior High Schools' Clothing and Textiles programs at the University of Education, Winneba. The study used descriptive survey design. One hundred and sixty (160) pupils, 16 instructors, 8 headteachers, and 56 parents made up the study's sample of 240 respondents. Respondent information was gathered through an interview and a questionnaire. The study discovered that elements such as lack of career counselling was one of the primary causes of the low student enrollment in Clothing and Textiles. The report offered various suggestions for addressing these issues, one of which was

the crucial role that Technical and Vocational Education's pertinent stakeholders must play in inspiring students to choose careers in Apparel and Textiles. Moreover, the study advised that career counseling be provided on the program's employment prospects for students by teachers.

Petchote (2018) conducted a study on the elements influencing student choice to enrol on the Home Economics Programme at the Faculty of Education, Ramkhamhaeng University, in Bangkok. 255 undergraduate students who were enrolled in the Department of Home Economics for the 2015 academic year served as the study's sample population. Students were selected using stratified sampling.

The university image, instructors, curriculum, implementation, facility, and instructional material were at a high level and had a significant impact on the students' decisions to enrol in the Home Economics programme. This shows that heads of department of Home Economics department have a responsibility of ensuring the right facilities, instructional media, curriculum which helps in projecting a good image of the university in relation to their courses are provided. Also, the instructors at these colleges also have an impact on the selection of Home Economics as a programme. Good instructors are able to teach well for students to become interested in the Home Economics programme. This indicates that both instructors (teachers) and Heads of Department of Home Economics play a part in determining the choice of Home Economics as a programme. Once again like other similar studies reviewed, the study explored general reasons why students choose Home Economics but did not explore the reasons why students chose each subject under the Home Economics programme. Furthermore, the study used university students as a sample and did not provide data about students at the Senior High level.

Safarmamad (2019) in a descriptive study examined the elements affecting students' decisions to enrol at Tajikistan's lyceums for Initial Vocational Education and Training (IVET). A stratified random sample of 541 students at IVET lyceums were given a paper-based survey by the researcher. The findings showed that there was a strong relationship between gender and programme enrolment, meaning female and male students made traditional program choices. Majority of female students chose to be in the family and consumer science (broad spectrum of hospitality/food service) than other vocational programmes.

The study revealed several teacher and Head of Department factors, however, the most relevant factor was hands-on experience. Students chose vocational programmes because these programmes allow them to put into practice the theories that they have learnt. This implies that teachers and Head of Departments play a part in determining the choice of Home Economics as a subject because they provide the opportunities for students to practice what they have learnt. The study found that school staff and marketing efforts were among the least influential factors.

The current study provides insight into teacher and Head of Department factors that influence Senior High students to select vocational programmes. However, once again, the study considered a broad range of programmes such as 1) Automobile and Transportation, 2) Business, 3) Construction, 4) Information Technology (IT), 5) Manufacturing and Industry, 6) Family and Consumer Science/Service Sector, and 7) Agriculture. Therefore, it is inconclusive as to whether the role that teachers and Head of Departments play in the selection of these 7 programmes will be the same factors that will motivate students to choose specific subjects such as Clothing and Textiles offered under Home Economics.

Enkali, (2019) investigated variables in Namibia's Kharas education zone that affect male students' decision to major in Home Economics. The goal of the study was to identify the cultural and traditional variables influencing the choice of Home Economics as a programme by a small percentage of male students. A sample of 58 people were chosen for the study from five schools in the area that teach Home Economics as a topic, according to a mixed-methods research design. In this study, criteria sampling and intended random sampling were both utilized in an effort to get a representative sample of the population.

The study also looked at ways to boost the percentage of male students choosing a certain programme as well as if principals and instructors had an impact on this decision. Respondents disagreed, nevertheless, that professors should push female students to enroll in Home Economics programme while discouraging male students. Furthermore, the majority of respondents disagreed that their elementary school professors had previously discouraged them from choosing Home Economics as a programme. The school administrators were questioned about the guidance they offer students who come to them for help choosing a programme of study. The school management said that because these are viewed as career-driven disciplines, they first chat to such students about their interests and what they hope to become.

The administrators of the schools made it very apparent that they do not make students choose programmes they do not want to take; instead, they often ask students' parents for advice on what programme they should choose. However, a school management said that in their institution, students who do not do well in accounting subjects are asked to switch to Home Economics lessons. The study involved only male learners and did not capture the views of female students. As such, the views presented may not be representative of students offering Home Economics.

Mwesigwa (2021) conducted a study on the factors that influence young people in Uganda who are in school's desire for Vocational Education and Training. The Young Men's Christian Association (YMCA) Comprehensive Institute's Kampala Branch hosted the case study. Interviews and questionnaires were used to gather data. Simple Random Sampling was used to choose a sample of 100 respondents. The outcomes demonstrated that the choice of Vocational Education was directly influenced by the characteristics of the Vocational programme. This indicates that teachers and Heads of Departments play a role in the selection of Home Economics as a subject because they provide the opportunities for students to practice what they have learnt. If the nature of the vocational training course is not well designed, students are unlikely to patronize the vocational training programme.

The study although providing evidence that the nature of the Vocational Training programme has a role to play in the choice of Home Economics as a programme, it fails to provide evidence that it influences students in choosing specific subjects such as Clothing and Textiles in Home Economics. Also, the study focused on students at the tertiary level rather than Senior High schools.

Factors that influence parents/guardians in the choice of Clothing and Textiles for their wards

Attoh (2016) conducted a study on low enrollment in Ghana's Senior High Schools' Clothing and Textiles programmes at the Faculty of Vocational Education in the University of Education, Winneba. 160 pupils, 16 instructors, 8 headteachers, and 56 parents made up the study's sample of 240 respondents. Respondent information was gathered through an interview and a questionnaire.

The study discovered that the poor enrollment of students in Clothing and Textiles was mostly caused by parents' dissatisfaction of the curriculum. The research offered various suggestions for addressing these issues, one of which was for the pertinent parties to offer financial help to parents of students who enroll in the clothes and textiles industries in order to lessen their financial responsibilities. Additionally, the research suggested that career counseling be provided on the programmes employment possibilities, particularly for parents who should emphasize the programmes significance and urge their children to enroll in it.

Mndebele and Xaba (2006) conducted a study to determine the elements that affected students' choices of Vocational Education courses in Grades 11 and 12. All students in Swaziland's 16 Vocational High Schools who had chosen a Vocational programme comprised the study's population. The first batch of students in the programmes for Agriculture, Commerce (Business), Home Economics, and Technical Studies made up this cohort. A total of 536 students participated. On the influence that parents had on their decision to enrol in Vocational Education subjects, students revealed that because of the skills acquired, their parents have high hopes for Vocational Education. They also like viewing the kids' practical projects, and they support Vocational Education because of the money it can bring. This shows that parents were influential in the choices that students made, particularly with regards to Vocational Education. However, the study involved several students in areas such as Home Economics, Business, Agriculture, and Technical Studies. The study did not focus only on Home Economics subjects but all other Vocational courses.

Ankoma-Sey, et al., (2019) conducted an exploratory cross-sectional survey study to identify determinants of enrollment in a Home Economics programme by students. The Western, Central, and Greater Accra Regions were the three

administrative regions where the research was conducted. The focus was on first-year Home Economics students from 16 chosen SHSs.

Four schools in the Western Region, six in the Central Region, and four in the Greater Accra Region were randomly selected using a basic random sampling method (lottery method). Then, all first-year students in the chosen institutions who were studying Home Economics were included using a census sample approach. The study included 1,136 students from 16 different schools as its sample size. A questionnaire was used to gather the information. From the analysis of data, it was revealed that fathers and family relatives play a crucial part in the selection of Home Economics programme among students.

The findings showed that students whose dads discouraged them had decreased probabilities of selecting the Home Economics programme. Students were less likely to enroll in a programme in Home Economics when they were discouraged by family members. This reveals that students who chose Home Economics programme usually consider the views and opinions of their father and other family relatives before they choose a programme. The study although providing evidence that fathers and other family members can influence whether Home Economics is chosen as a programme, failed to provide evidence that fathers and other relatives influence students in choosing specific subjects such as Clothing and Textiles.

Enkali (2019) investigated variables in Namibia's Kharas education zone that affect male students' decision to major in Home Economics. The goal of the study was to identify the cultural and traditional variables influencing the choice of Home Economics as a course by a small percentage of male students. A sample of 58 people were chosen for the study from five schools in the area that Home Economics as a programme, according to a mixed-methods research design.

In the study, criteria sampling and intended random sampling were both utilized in an effort to get a representative sample of the population. Participants in Home Economics who were enrolled additionally stated that their moms had urged them to participate in the course. This demonstrated that some parents in the Kharas Educational Region were engaged in the academic fields that their male students decided to pursue.

According to the findings, respondents didn't agree with the assertion that their parents had urged them not to choose Home Economics as a topic. Some respondents claimed that their parents had urged them to select majors that would lead to lucrative careers in the future. From the reasons given above, one could deduce that parents indeed cared about subjects that their male students choose. The study involved only male learners and did not capture the views of female students. Also, the study involved both students who studied Home Economics and those who did not study Home Economics. As such, the views presented may not be a representative of students offering Home Economics.

Safarmamad (2019) in a descriptive study examined the elements that affect students' choices to enrol in Introductory Vocational Education and Training (IVET) lyceums in Tajikistan. 541 pupils from IVET lyceums were selected at random and given paper surveys by the researcher. The results indicated a high correlation between gender and programme enrolment, indicating that both male and female students choose conventional programmes. Majority of female students chose to be in the Family and Consumer Science (broad spectrum of hospitality/food service) than other vocational courses.

In relation to choosing IVET programmes, the study found that parents were the most influential group. Thus, parents have the largest impact on students in selecting IVET programmes. Furthermore, it was found that fathers were more influential than

mothers. The study also revealed that siblings were also influential in the selection of Vocational courses of students. However, once again, the study considered a broad range of programmes rather than Clothing and Textiles.

Mwesigwa, (2021) conducted a study on the factors that influence young people in Uganda who are in school's desire for Vocational Education and Training. The YMCA Comprehensive Institute's Kampala Branch hosted the case study. Interviews and questionnaire were used to gather data. Simple Random Sampling was used to choose a sample of 100 respondents. The outcome demonstrated that the parental household's financial position was important in students' selection of Vocational Education and Training. Thus, parents consider whether they are financially prepared for their wards to offer Home Economics or not. Also, the study focused on students at the tertiary level rather than Senior High schools.

Adam-Yawson et al (2020) also focused on determining if parental authority and culture genuinely affect the programmes that students choose to take in Schools and Universities. For the study, the researchers employed quantitative methodologies. Questionnaire was utilized as the data gathering tool.

The study was conducted in the Ekumfi District in Ghana's Central Region, using two Senior High Schools (SHS). From each SHS, sixty (60) respondents were chosen, for a total of 120 respondents. The findings showed that culture and outside factors had an impact on students' decisions to take Home Economics as an elective. Further research found that views about selecting Home Economics as an elective course are influenced by students' perceptions and beliefs. From the findings, parents discourage their wards from choosing Home Economics. This was further reinforced by cultural practices. For instance, society looks down upon male students studying Home Economics. Thus, students confirmed that cultural beliefs in their country

conflicts with the option for boys to offer Home Economics and that Home Economics is a subject meant for girls. It can be inferred that among SHS students, most parents do not encourage their students to pursue Home Economics. The study proved that most parents do not want their wards to study Home Economics, but it is unclear whether parents who have encouraged their wards to study Home Economics will discourage them from choosing Clothing and Textiles but rather encourage them to choose other subjects.

Summary

The Social Cognitive Career Theory (SCCT), the Life Span Theory of Career Choice and Development by Super, and the Personality Types of Career Choice and Development by Holland served as the study's guiding theories. The review of relevant empirical literature found several factors affected students' choice of subject, however, most of these studies were not based on Clothing and Textiles but included fields such as Business and Science. The current study is important to help determine the student, parent and school-related variables that affect students' choice of Clothing and Textiles as a subject.

CHAPTER THREE

RESEARCH METHODS

Overview

The research sought to investigate the factors influencing the selection of Clothing and Textiles as a Home Economics subject (option) by students at Senior High Schools in Abura Asebu-Kwamankese. The techniques used to gather data for the study are covered in this chapter. It begins with a description of the design used, the population, sample size and sampling techniques, data collection tools, pretesting tools, data gathering techniques, data processing and management, and ethical concerns.

Research Design

Quantitative research strategy which emphasizes on quantifying the collection and analysis of data was used. The descriptive cross-sectional survey was used to obtain the quantitative data that allowed for the collection and analysis of numerical data to describe the characteristics and test the hypothesis. Descriptive cross-sectional design was used to explain the variables that affect the selection of the subject (Clothing and Textiles) at SHS's in AAK.

The adoption of a descriptive study design, specifically using surveys, was a suitable choice for investigating the factors influencing the selection of Clothing and Textiles as a subject (option) in Senior High Schools in Abura Asebu-Kwamankese (AAK). The goal of this study was to offer a thorough knowledge of the contributing elements in this specific context where limited research has been conducted.

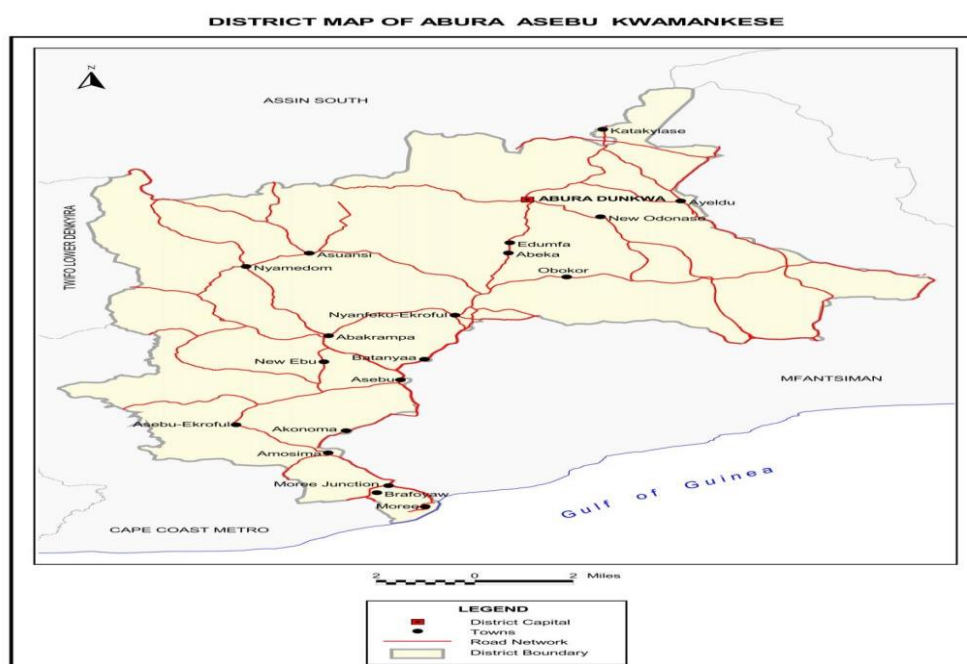
By utilizing surveys, the study collected data directly from students, capturing their perspectives, preferences, and motivations related to choosing Clothing and Textiles. The survey method allowed for efficient data collection from a large sample size, enabling a broader representation of the student population. The results of this

investigation would add to a deeper understanding of the factors that impact students' subject choices and can inform educational institutions, policymakers, and career counselors in enhancing the curriculum, guidance programmes, and support systems for students interested in Clothing and Textiles.

Study Area

The study was carried out in Ghana (Central Region) at Abura-Asebu-Kwamankese. One of the 22 districts of Ghana's Central Region is Abura-Asebu-Kwamankese and it is located in the southwest part of Central Region. It is composed of the three paramount Abura, Asebu, and Kwamankese. On the west, the district borders Twifo-Heman-Lower Denkyira District, and on the east, Assin South District. The district borders Cape Coast Metropolitan on its south-western side and the Gulf of Guinea on its south-eastern side. The district is anticipated to have a 380 km² land area, 376 localities, and 142,920 people living there as of 2021. See map (Figure 2)

Figure 2: Map of study area Abura Asebu Kwamankese



Population

The SHS pupils in Ghana's Abura-Asebu-Kwamankese District in the Central Region served as the study's population. The district has four public Senior High Schools, namely Aggrey Memorial SHS, Moree SHTS, Abakrampa SHS and Aburaman SHS. The target population consisted students studying Clothing and Textiles in all four schools. The accessible population was students in the SHS 2 and 3 in 2022/2023 academic year who were studying Clothing and Textiles in all four schools. SHS 2 and 3 students were chosen because they have gone through orientation and selected Clothing and Textiles and are still reading the subject. This made it easier for them to recall the reasons why they chose Clothing and Textiles as a subject. The target population also included Heads of Department, Clothing and Textiles teachers and parents whose wards offer Clothing and Textiles and are in form two in these four schools.

Table 1: Accessible population of the respondents

School (SHS)	Form 2	Form 3	Head of Department	Teachers	Parent	Total
SCHOOL B	41	29	1	2	41	114
SCHOOL C	27	30	1	1	27	86
SCHOOL D	57	35	1	1	57	151
SCHOOL E	100	52	1	1	100	254
Total	225	146	4	5	225	605

Source: Field (2023)

Sampling Procedure

All SHS 2 and 3 students in all four schools were engaged in the study. To choose students, a census sample method was utilized, in a census, all elements in the

accessible population are used in the study. Thus, all form 2 and 3 students in each school were not very high to warrant sampling. Teachers and Head of Department were chosen using purposeful sampling for the study. Convenient sampling is not a vigorous technique to get participants selected. In this case, parents who frequently come to visit their wards on campus were used for the study. The technique was used to select parents of students who were easy for the researcher to reach and get in touch with during the study. Parents were contacted through their wards. The students were used to have access to their parents because it was difficult to identify parents without their wards. The sample size was 605 comprised of 371 students, 5 teachers, 4 HoDs and 225 parents.

Table 2: Sample size of the respondents

School	Form 2	Form 3	Head of Department	Teachers	Parent	Total
SCHOOL B	41	29	1	2	41	114
SCHOOL C	27	30	1	1	27	86
SCHOOL D	57	35	1	1	57	151
SCHOOL E	100	52	1	1	100	254
Total	225	146	4	5	225	605

Source: Field (2023)

Data Collection Instrument

Questionnaire was used for the collection of data for the research. Data from students, teachers, Heads of Department, and parents were gathered using self-developed questionnaire. The researcher and her two field assistants visited the various schools and administered the questionnaires to all the SHS 2 and 3 Clothing and Textiles students present, teachers and Heads of Departments after permission was granted by the school authorities.

The questionnaire's Section A was utilized to gather demographic data such as sex and age of the respondents. Section B elicited data on the role students played and role the teacher or Head of Department played in selecting Clothing and Textiles as a subject respectively. A Likert scale was used with four options for the responses from the respondent (like strongly agree, agree, disagree and strongly disagree) in the questionnaires.

Parents have to give reasons as to why they chose 'Yes' or 'No' response to all the given questions on the Parents' questionnaire. The questionnaire was in two sections, Section A elicited data on the demographics of respondents such as sex and age. Section B gathered data to examine the part parents played in the selection of Clothing and Textiles as a subject by their wards. However, parents who could not read and write were assisted by my field assistants by reading out the questions and translated their responses on the questionnaire.

Recruitment and training of field Assistants

Two field assistants with second degree were recruited and trained to help the researcher in data gathering. The field assistants were trained on all ethical issues relevant to the current research and encouraged to keep participants' information confidential. Their training took two days. The first day was on issues such as confidentiality, anonymity, respect for participants' privacy and freedom to withdraw. The second day was also on the questionnaire administration and screening of uncompleted questionnaires.

Pretesting of Instrument

To guarantee dependability and validity, I pre-tested the instruments for the study. My supervisor evaluated the instruments and established a content validity. Based on the feedback, items that needed re-wording were done. This pretesting

procedure was followed in order to fix any faults in the instrument, as stated by Hashim et al (2022), so that respondents in the main research would have no trouble filling it out. The pretest was conducted using Form 2 students of Ghana National SHS. I sought for permission from the school authorities; this was done by obtaining a written permission from the Department of Vocational and Technical Education, University of Cape Coast and ethical clearance from Institutional Review Board (IRB). The questionnaire was administered to them on the day given by the school authorities.

The administration of the questionnaire was done in the classroom of the students, in the first week of February, 2023. A total of 37 students were chosen for the pretesting exercise. This made up 10% of the sample size for the actual study. Also, the 2 teachers teaching Clothing and Textiles as well as the Head of Department were also given the questionnaire to fill, this was done by the use of purposive sampling. Ghana National SHS was selected because they possess similar characteristics with the sample that was used and Ghana National is in Cape Coast Metropolis which is one of the 22 districts in the Central Region.

Trustworthiness for quantitative study

Credibility, transferability, dependability and conformability are phrasing that Lincoln and Guba (1985) developed to unite distinct methods under broader objectives and to provide alternative terminology to positive notions. They established that the key factors in determining research's validity and reliability are its credibility and findings. The trustworthiness of this research was achieved through its credibility, dependability, transferability and conformability.

A need for determining if research genuinely explores what it is supposed to do is credibility, which is equivalent to internal validity in quantitative techniques (Duckett, 2021). I employed the usage of questionnaires. Questionnaire given to

students, teachers, Heads of Departments and parents were well supervised to avoid communication from any angle.

Dependability, this was done to ensure that the questionnaires were dependable; my supervisor audited the pre-test questionnaire. Then it was used to test a school outside the study area, to ensure it is adequate to elicit for the information required before I used it. My supervisor also examined the data analysis procedures to ensure that the findings were supported by the data collected. Detailed descriptions were used to establish the transferability of the quantitative part of the study conducted. Lastly, the data on the questionnaires were utilized in an audit trial to improve the quality of my study's conformability. This helped to reflect on the roadmap of the research.

Data Collection Procedure

The trained field assistants and the researcher went to visit the schools that participated in the study and established rapport. During these visitations, decisions about the date and time for the administration of the instrument were agreed upon between the assistant head academic, head of department, the field assistants and the researcher in the respective schools.

I administered the questionnaire to the students in their classroom in the selected schools. This was done by obtaining a written permission from the Department of Vocational and Technical Education, University of Cape Coast and ethical clearance letter obtained from the Institutional Review Board, UCC. The first week entailed the presentation of an introductory letter to the Heads of the public Senior High School (SHS) in Abura Asebu Kwamankese (A.A.K.) district. This was done with the help of the field assistants.

After obtaining permission from the heads of SHS schools, the researcher returned together with the field assistants to speak to the Head of department about the

nature of the research and how to administer the consent forms. This was done for all schools. After this, the second week was used to administer the set of questionnaires.

The administration of these instruments lasted for two weeks. Each student was given a questionnaire to complete. Students were not allowed to sit in groups or ask questions from their mates. This was to ensure that respondents gave valid responses to the items on the questionnaire. I stayed with the respondents throughout the questionnaire administration in the classroom. This was to eliminate the possibility of having an unreturned or lost questionnaire. The questionnaire took 10 to 15 minutes for students to complete it.

Clothing and Textiles teachers and Head of Department were also given questionnaire to fill. This was used because participants had common experiences or traits and their reactions in response to the questions helped with the study. The questionnaire took 10 to 15 minutes, this was done at the Home Economics departments.

Parents were contacted through their wards and those who agreed to be part of the study were visited and given the questionnaire at an agreed location. The parents who do not stay in the community where the schools were located were met while visiting their wards at the school premises by the field assistants. The field assistants helped parents who had difficulties in writing to write down their reasons for choice based on the answers given on the questions asked. Data was collected from 13th March to 17th March, 2023 at 10am to 3pm each day.

Data Processing and Analysis

Quantitative data

To guarantee consistency and completeness, the data obtained was first checked thoroughly to take any omissions and mistakes made. The revised data was first coded

and then analysed employing the Statistical Product and Service Solution (SPSS). Research questions and statistical tools used for data analysis are presented in Table 3.

Table 3: Data analysis

Research Objectives and Hypothesis	Statistical Tools
1. To identify factors that influence students in the choice of Clothing and Textiles as a subject	Mean and Standard Deviation.
2. To examine factors that influence parents/guadance in the choice of Clothing and Textiles as a subject by their wards	Frequencies, Percentage, Mean, and Standard Deviation
3. To assess the factors that influence Teachers and Heads of Department in the choice of Clothing and Textiles as a subject by the students.	Mean and Standard Deviation.
4. H0: There is no statistically significant influence of (a) student, (b) parents, and (c) teacher factors on the choice of Clothing and Textiles.	Binomial, Logistic Regression

Data Management

Data was handled with confidentiality. Answers obtained remained anonymous as no names was attached but was uniquely identified by a number code. Each transcript of data was properly named to avoid mixing up participants' data. Hard copies of data were screened for incomplete data which was discarded. After which these were entered on data processing software. The information was stored on a personal password protected laptop and provision was made to back up the information.

Hard copies of the instruments have been stored safely in a file cabinet with the researcher until the research is completed. My supervisor was made privy to the gathered data in the course of the study and final work of the study to be presented to the University of Cape Coast, Vocational and Technical Education Department. The data would be kept for 3 years after the study has been completed. This is to allow the researcher to make a future reference to it if there is the need. The hard copy form of the data will be destroyed by shredding and the soft copy will be permanently deleted.

Ethical Issues

The researcher paid attention to ethical considerations when collecting data from respondents. Ethical clearance was sought from the Institutional Review Board (IRB) of the University of Cape Coast for the study to be conducted. The Institutional Review Board made the necessary corrections to the study where possible. An approval from the IRB permitted me to collect data from the respondents.

The respondents were compelled not to write their names, class they teach, name of their school on the questionnaire to ensure respondents confidentiality and anonymity. This was to ensure they were not identified by the responses they provided. All responses were not shared with a third party except for research purposes. Field assistants were told not to share participants' responses with any other person. The respondents were informed about the voluntary nature of their participation in the study. Hence, respondents can withdraw from participating in the study for a reason best known to them.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The research examined selection of Clothing and Textiles as a Home Economics subject (option) by students at Senior High Schools in Abura Asebu-Kwamankese. The descriptive cross-sectional design was used to conduct the inquiry. Data from respondents were gathered via questionnaires for each of the students, teachers, HoDs and parents. Three hundred and seventy-one (371) students, four (4) Heads of Department, five (5) teachers and two hundred and eight (208) parents responded to the instruments. The return rate for students, teachers and Heads of Departments was 100% while that of the parents was 92.44%. As a result, a total of 588 respondents served as the basis for all of the analyses in this chapter. The results and explanations of the results are presented in this chapter. In terms of the findings, the demographic information about the respondents was provided first, then the findings from the research questions, and finally the hypothesis.

Demographic Characteristics

The result on the respondents was presented in this section. The demographic information covered the gender, age group, academic level, professional background, and number of years of teaching experience of instructors and department heads were also included in the demographic data. Lastly, the demographic information of parents consisted of gender, age-category, relationship with child, occupation, and educational level of parents. Table 4 presents details of the demographic distribution of students.

Table 4: Personal Information of Students (n=371)

	Frequency	Percentage (%)
Gender		
Male	32	8.6
Female	339	91.4
Age		
15 – 18 years	270	72.8
19 – 22 years	101	27.2
Class		
Form 2	225	60.6
Form 3	146	39.4

Source: Field survey (2023)

From Table 4, the majority of the respondents were females (91.4%), while few of the respondents were males (8.6%). Most of the respondents were between the ages of 15-18 years (72.8) and, the rest of the respondents were between the ages of 19-22 years (27.2). 60.6% of the respondents were in Form Two, whereas, 39.4% of the respondents were in Form Three. Table 5 presents details of students' dream careers.

Table 5: Students' Dream Career (n=371)

Career	Frequency	Percentage (%)
Clothing seller	1	0.3
Doctor	3	0.8
Dress making	1	0.3
Entrepreneur	1	0.3
Event planner	1	0.3
Fashion designer	253	68.2
Fashion designer and decorator	1	0.3
Fashion designer and model	1	0.3
Fashion designer and nurse	2	0.5
Fashion journalist	1	0.3
Fashion show makeup artist	1	0.3
Footballer	2	0.5
Interior decorator	4	1.1
Interior decorator and nurse	1	0.3
Modelling coach	1	0.3
Model	1	0.3

Nurse/midwife	41	11.1
Pharmacist	1	0.3
Seamstress/tailor	9	2.4
Security service	22	5.9
Teacher/lecturer	22	5.9
Wardrobe engineering	1	0.3
Total	371	100.0

Source: Field survey (2023)

As shown in Table 5, respondents were asked about their dream career, and the majority of them indicated they want to be a fashion designer 253 (68.2%), 41 (11.1%) of the respondents want to be a nurse or midwife, 22 (5.9%) of them want to be in the security services, and 22 (5.9%) want to be a teacher or lecturer. From Table 5, a few of the respondents want to be doctors 3 (0.8), 1 (0.3) want to be an event planner, and 1(0.3%) of the respondents want to be an entrepreneur.

Table 6 presents details on the personal information of teachers.

Table 6: Personal Information of Teachers (n=5)

	Frequency	Percentage (%)
Gender		
Male	1	20
Female	4	80
Age		
31- 40 years	4	80
41 – 50 years	1	20
Highest Educational Background		
Masters	3	60
Bachelor's	2	40
Specialisation		
Clothing and Textiles	4	80
Food and nutrition	1	20
Teaching experience		
Less than a year	1	20
1 – 10 years	4	80

Source: Field survey (2023)

According to Table 6, there were 20% males among the respondents, and 80% of them were female. The bulk of respondents (80%) were aged between 31 and 40,

while the remaining respondents (20%) were in the range 41 to 50. The educational background of the respondents, 60% were masters' holders, whereas, 40% of the respondents were degree holders. Most of the respondents specialised in Clothing and Textiles (80%), and 20% of the respondents specialised in Food and Nutrition. Lastly, from Table 6, respondents indicated that 80% were having 1-10 years of teaching experience, while 20% of the respondents were having less than a year of teaching experience. Table 7 presents details of demographic characteristics of heads of department.

Table 7: Personal Information of Heads of Department (n=4)

	Frequency	Percentage (%)
Gender		
Male	1	25
Female	3	75
Age		
41- 50 years	3	75
51 – 60 years	1	25
Highest Educational Background		
Masters	2	50
Bachelor's	2	50
Specialisation		
Clothing and Textiles	2	50
Food and nutrition	2	50
Teaching experience		
20 years and above	4	100

Source: Field survey (2023)

As shown in Table 7, females made up 75% of the responders, while 25% of the respondents were males. The majority of the respondents (75%) were aged between 41 and 50; the remaining respondents (25%) aged between 51 and 60. On the educational background of respondents, 50% were masters' holders, whereas, 50% of the

respondents were degree holders. 50% of the respondents were specialized in Clothing and Textile, and the other 50% of the respondents were specialized in Food and Nutrition. From Table 7, all the respondents indicated they have 20 years and above teaching experience (100%). Table 8 presents the background information of parents.

Table 8: Personal Information of Parents/guardians (n=208)

	Frequency	Percentage (%)
Gender		
Male	54	26.0
Female	154	74.0
Age		
25- 30 years	12	5.8
31 – 40 years	60	28.8
41 – 50 years	96	46.2
51 – 60 years	30	14.4
61 above	10	4.8
Relationship with child		
Mother	132	63.5
Father	54	25.9
Others	22	10.6
Occupation		
Driver	24	11.5
Farmer	38	18.3
Manager	5	2.4
Teacher	26	12.5
Trader	115	55.3
Highest Educational Background		
Middle school certificate	24	11.5
O' level	14	6.7
A' level	17	8.2
JSS/JHS	120	57.7
SSCE/SHS/TEC/VOC	19	9.1
Masters	12	5.8
None	2	1.0

Source: Field survey (2023)

From Table 8, 74% of the respondents were females, and 26% of the respondents were males. In addition, 14.4% of respondents were between the ages of 51 and 60, 28.8% were between the ages of 31 and 40, and 46.2% were between the

ages of 41 and 50. In addition, 4.8% of respondents were 61 years of age or older, and 5.8% were between the ages of 25 and 30. With regards to their relationship with their children, the majority of respondents were mothers (63.5%), 25.9% were fathers, and 10.6% guardians. Most of the respondents indicated they were traders (55.3%), 18.3% of the respondents were farmers, and 11.5% were drivers. Moreover, 12.5% of the respondents were teachers, and 2.4% of them were managers. As presented in Table 8, a quantum of the respondents were JSS/JHS leavers (57.7%), 1% of the respondents had no educational background, and 5.8% have masters' degree. Furthermore, 11.5% of the respondents have a middle school certificate, 6.7% have an O' level certificate, 8.2% have an A' level certificate, and 9.1% of the respondents were SSCE/SHS/TEC/VOC leavers.

Research Objective 1

Identify factors that influence students in the choice of Clothing and Textiles as a subject.

The purpose of this question was to learn more about the perceived influence that students have on the choice of Clothing and Textile. Respondents were asked to rate their agreement or disagreement with a series of statements on the influence students have on the decision to study Clothing and Textiles on a 4-point Likert scale. The mean of means was calculated by adding together and dividing by the total number of replies the mean scores for each item had. A mean score above 2.5 indicates students agreed to the statement, whereas scores below 2.5 show that students disagreed to the statement. The results are presented in Table 9.

Table 9: Factors that influenced Students' Choice of Clothing and Textiles (n=371)

Statements	M	SD
Financial strength of parents	1.18	0.50
Was given Clothing and Textiles by the school.	1.57	0.80
Passionate about studying Clothing and Textiles	1.79	0.88
To get job easily after school.	1.86	0.95
Good with sewing	2.12	0.98
Having interest in sewing	2.18	1.03
Existing job after completion	2.18	0.95
Opportunity for further education/training	2.52	1.02
Access to employment in a family business after SHS	2.75	1.08
Influence of friends	2.78	0.97
Career choice now can not affect my subject choice.	2.79	0.94
To be self-employed	2.91	0.89
Passion for sewing	3.06	0.89
Interest in fashion	3.07	0.86
Did not have a choice	3.19	0.86

Source: Field survey (2023)

From Table 9, respondents stated that the financial strength of their parents influenced their choice of Clothing and Textile ($M= 1.18$, $SD= 0.50$). Again, respondents disagreed that they were interested in another subject but were given Clothing and Textiles as options ($M=1.57$, $SD= 0.80$), and also indicated that they were very passionate about studying Clothing and Textiles ($M=1.79$, $SD= 0.88$). Moreover, respondents disagreed that they are good with sewing which is why they chose Clothing and Textiles ($M= 2.12$, $SD= 0.98$), and also, respondents indicated that an existing job after completion did not influence their decision in choosing Clothing and Textiles ($M= 2.18$, $SD= 1.03$).

On the contrary, respondents agreed that they do not have a choice as to what to study at Senior High School ($M= 3.19$, $SD= 0.86$). Respondents also stated that their

interest in fashion affected their choice of subject ($M= 3.07$, $SD= 0.86$). Finally, respondents indicated that their passion for sewing played a role in their subject choice ($M= 3.06$, $SD= 0.89$)

Research Objective 2

Examine factors that influence parents/guardians in the choice of Clothing and Textiles as a subject for their wards

The purpose of this research objective was to ascertain the perceived influence that parents have on their children's decision to study Clothing and Textiles. On a 4-point Likert-type scale, students were asked to answer to three items. The replies' average score is compared to 2.5 ($[1+2+3+4]/4 = 2.5$). Mean scores less than 2.5 show that parents did not play a role in respondents' choice of Clothing and Textile as a subject, whereas mean scores above 2.5 show that parents played a role in respondents' choice of Clothing and Textile as a subject. The mean of the acquired scores is also compared with 2.5 for the interpretation of individual results. Table 10 displays the replies of the respondents.

Table 10: Parent's/guardians factors that influence Role in Choice of Clothing and Textiles as Reported by Students (n=371)

Statements	M	SD
Success of some relatives in similar subject paths	1.72	0.81
Advised from parents/guardians	1.88	0.91
Financial strength of parents	2.11	1.00

Source: Field survey (2023)

As presented in Table 10, respondents indicated that they chose Clothing and Textiles considering their parents' financial strength ($M= 2.11$, $SD= 1.00$), without considering their parents' advice ($M= 1.88$, $SD= 0.91$), and did not consider the success

of some relatives in the similar subject path before choosing Clothing and Textiles as a course ($M = 1.72, 0.81$).

Further, the parents were specifically asked to indicate whether or not they chose Clothing and Textiles for their wards. On the decision for wards to select Clothing and Textile as a subject, 160 (76.9%) indicated that their wards made the decision, while 48 (23.1%) of them made the decision for their wards (Table 11).

Table 11: Parents' Choice of Clothing and Textiles for their wards (n=208)

Statement	Myself		My ward	
	F	%	F	%
I chose Clothing and Textiles for my child/ward at SHS.	48	23.1	160	76.9

Source: Field survey (2023)

Parents were asked to answer several questions on their influence on the choice of Clothing and Textiles, and responses are presented in frequencies and percentages.

Table 12 presents the details of the respondents' responses.

Table 12: Factors that influenced Parents'/guardians on the Choice of Clothing and Textiles for their wards (n=208)

Statement	Yes		No	
	F	%	F	%
My level of education	107	51.4	101	48.6
Household income for the family	130	62.5	78	37.5
The career planned for my child/ward	137	65.9	71	34.1
Careers of my friends	30	14.4	178	85.6
The course I did at SHS	60	28.8	148	71.2
My neighbour's child's programme	72	34.6	136	65.4
Celebrities in fashion	126	60.6	82	39.4
Existing career	162	77.9	46	22.1

Source: Field survey (2023)

The result in Table 12 indicates that respondents existing careers in Clothing and Textiles gave them the insight to help their wards to choose Clothing and Textile as a subject (77.9%). It was revealed that respondents considered the career they planned for their ward before they accepted the subject chosen (65.9%). Table 12

further revealed that respondents considered the household income of the parents before they accepted Clothing and Textiles as a subject for their ward (62.5%). Finally, respondents indicated that celebrities in fashion influenced their choice of Clothing and Textiles for their wards (60.6%). However, Table 13 presents the reasons for parents' influence on the choice of Clothing and Textiles.

Table 13: Explanation to the factors that influenced Parents’/guardians Choice of Clothing and Textiles for their wards (n=208)

S/N	Questions	Responses	Yes (%)	No (%)	Percentage (%)
	Who decided on the choice of Clothing and Textiles as a subject of study	My ward decided to do Clothing and Textiles because of how difficult it is to seek for job after school.	162		77.9
		My ward is good at Clothing and Textiles and I want her to polish it.		46	22.1
	I considered my level of education before I chose Clothing and Textiles for my ward	My education background is not good so I want my ward to go far in education than me	108		54.9
		My ward likes Clothing and Textiles and I want her to learn more in school than what I did not do.		100	45.1
	I considered the household income before I accepted Clothing and Textiles for my ward	Clothing and Textiles course is not expensive as compared to Food and Nutrition	156		75
		My ward wants to be a fashion designer and I see it as an affordable subject		52	25
	I considered the career I planned for my ward before accepting the subject chosen	I believe in self-employment and I know in future my ward can set herself up without depending on anyone	18		8.6
		My ward decided to do Clothing and Textile and I want her to be a tailor		114	54.8
	The course I did at SHS had an influence on the subject I chose for my ward.	My ward is good in Clothing and Textile, she can be an instructor in fashion to help many people learn how to sew	24		11.5
		My ward wants to be a fashion designer and a model		52	25.0

	My neighbour's child's course influenced my choice of subject for my ward	I did not do practical course at school and I have no skills so this influenced my choice	60		28.8
		My ward's decision was to Clothing and Textile, I did not go to SHS		145	71.2
		My neighbour's child was good at Clothing and Textile in her school and she is doing well in the field	72		34.6
		People who sew and have been to school gets lot of money than me and I want my ward to be like them		136	65.4
	Celebrities in fashion influenced the choice of Clothing and Textiles.	My ward always shows me dresses of people who come to the television to cast news and do other programmes, that she wants to be sewing for such people in future	66		31.7
		It was a preferred choice for my ward because of her ambition of becoming a big-time fashion designer		142	68.3
		My ward is brilliant in Clothing and Textile and I believe as, I am doing well in my trade, so will she	24		11.5
	My existing career gave me an insight to help my ward choose Clothing and Textiles,	I decided to allow her do Clothing and Textile, to bring variety in the professions of the house		48	23.1
		I believe when my ward goes far with Clothing and Textiles, she will be a great person in future than me	136		65.4

Source: Field survey (2023)

As presented in Table 13, the result indicates that respondents' wards decided to do Clothing and Textiles because of how difficult it was to seek for job after school (77.9%), and also some indicated that their wards are good in Clothing and Textiles and they want to polish it (22.1%). When respondents were asked to explain why they choose to have their children study Clothing and Textiles as a subject, they gave a variety of responses, they indicated that when their wards go far with Clothing and Textile, they will be great people in future than them (65.4%), their wards decided to do Clothing and Textiles to bring variety in the professions of the house (23.1%), and others also indicated their wards were brilliant in Clothing and Textile and they believe as they are doing well in their trade, so will their wards (11.5%).

The result further revealed that respondents' wards decided to do Clothing and Textiles, to become tailors (54.8%), their wards wanted to be fashion designers and model (25.0%), their wards were considered to be good in Clothing and Textiles and they can be instructors in fashion to help many people to learn how to sew (11.5%), and they believing in self-employment knew in future their wards could set themselves up without the help of others (8.6%). Moreover, respondents indicated Clothing and Textiles course is not expensive as compared to Food and Nutrition (75%), and the Clothing and Textiles subject was the preferred choice for their wards because of their ambition of becoming big time fashion designers (68.3%).

Research Objective 3

Assess the factors that influence teachers and Heads of Department in choice of Clothing and Textiles as a subject for students

This section set out to determine the perceived role teachers play in the choice of Clothing and Textiles. Students were asked to indicate on a 4-point Likert scale the extent to which they agree or disagree with a list of statements pertaining to the role

teachers play in the choice of Clothing and Textiles. For the purposes of analysis, a mean score of 2.5 was used. To obtain the mean of means, the mean scores for each item were added up and divided by the total number of replies. A mean score above 2.5 indicates respondents agreed to the statement, scores below 2.5 indicate that respondents disapproved of the assertion. The results of Junior High School (JHS) teachers' role in students' choice of Clothing and Textiles are presented in Table 14.

Table 14: Influence of JHS teachers on the Students' Choice of Clothing and Textiles as Reported by Students (n=371)

Statements	M	SD
Counsellors at JHS were the greatest influence on my subject choice during the selection of schools.	2.02	1.01
My teachers at JHS motivated me to choose this subject.	2.14	1.04
Teachers' characteristics in teaching Sewing at the JHS influenced me in choosing the subject.	3.03	0.86

Source: Field survey (2023)

From Table 14, respondents indicated that mentorship opportunities with fashion designers or seamstresses played a role in their subject choice ($M = 3.11$, $SD = 0.81$). They further indicated that teachers' characteristics in teaching sewing at junior high schools influenced them in choosing the subject ($M = 3.03$, $SD = 0.86$). On the other hand, respondents disagreed that their teachers at junior high schools motivated them to choose clothing and textiles ($M = 2.14$, $SD = 1.04$), and counsellors at junior high schools were the greatest influence on their subject choice during the selection of schools ($M = 2.02$, $SD = 1.01$). The results of the influence of SHS teachers in the choice of Clothing and Textiles are presented in Table 15.

Table 15: Opinion of teachers on factors that influence Clothing and Textiles selection at SHS

Statement	M	SD
The subject was imposed on some students by the head of department or teachers	1.40	0.55
Teachers give less career opportunities during the orientation period affecting fewer students picking the subject	2.20	0.84
Some of the students have poor background in Clothing and Textiles as a subject	2.40	1.52
Subject popularity in the school influence student's choice of subjects	2.40	0.89
The way teachers from other subjects perceive the subject makes it difficult for students to choose the subject	2.80	0.84
Teachers help students who have more interest in the subject to choose it	2.80	0.45
Students choose the subject with the help of teacher based on the teacher's opinion about the students' performance	2.80	0.45
Students choose the subject with the help of teacher based on the teacher's opinion about the students' performance	3.00	0.71
The economic stand of students' parents makes teachers advise students to choose the subject.	3.00	.71
Non performing Clothing and Textile teachers affect student's choice	3.00	.71
Teachers allow students to make their own choice of subject.	3.20	.45
Students think the subject is for those who are not intelligent	3.20	.45
My level and experience in education as a teacher had influence in the choice of the subject for students	3.20	.45
Teaching and learning materials like hand sewing machine in the school is not enough, this affects the number of students who do the subject	3.80	.45

Source: Field survey (2023)

As shown in Table 15, teachers agreed that teaching and learning materials like hand sewing machine in the school is not enough, this affect the number of students who do the subject ($M= 3.80$, $SD= 0.45$). They also indicated that students think the subject is for those who are not intelligent ($M= 3.20$, $SD= 0.45$). Again, respondents stated that their level and experience in education as a teacher influence the choice of subject for students ($M= 3.20$, $SD= 0.45$). On the other side, respondents disagreed with the statements that teachers give fewer career opportunities during the orientation

period affecting fewer students picking the subject ($M= 2.20$, $SD= 0.84$), and they also disagreed that the subject was imposed on some students by the head of the department or teachers ($M= 1.40$, $SD= 1.52$). Table 16 presents the results of the role of heads of departments in students' choice of Clothing and Textiles as a subject.

Table 16: Opinion of Heads of Department (HoDs) on the factors that influence the choice of Clothing and Textiles by students (n=4)

Statement	M	S D
The subject was imposed on some students by the head of department or teachers	1.25	0.50
Poor background in Clothing and Textiles as a subject by students	2.50	1.30
Head of Department gives less career opportunities during the orientation period affecting fewer students picking the subject	2.50	1.30
Students choose the subject with the help of HoDs based on the HoDs's opinion about the students' performance in BDT	2.75	0.96
The economic stand of students' parents makes HoD's advise students to choose the subject.	2.75	0.50
Subject popularity in the school influence student's choice of subjects	3.00	0.82
My level and experience in education as an HoDs had influence in the choice of the subject for students	3.00	0.82
HoDs help students who have more interest in the subject to choose it	3.25	0.96
HoD allow students to make their own choice of subject.	3.25	0.50
Teaching and learning materials like hand sewing machine in the school is not enough, this affects the number of students who do the subject	3.50	1.00
Students think the subject is for those who are not intelligent	3.50	0.58

Source: Field survey (2023)

From Table 16, HoDs indicated that students think the subject is for those who are not intelligent ($M= 3.50$, $SD= 1.00$), teaching and learning materials like hand sewing machine in the school is not enough, this affect the number of students who do the subject ($M= 3.50$, $SD= 0.58$), and helping students who have more interest in the subject ($M= 3.25$, $SD= 0.96$) influenced students' decision to choose Clothing and Textiles. However, respondents disagreed that the subject was imposed on some students by the head of department or teachers ($M= 1.25$, $SD= 0.50$).

Hypothesis

H₀: There is no statistically significant influence of (a) student, (b) parents/guardians, and (c) teacher factors on the choice of Clothing and Textiles.

This hypothesis sought to determine the influence of (a) student, (b) parents/guardians, and (c) teacher factors on the choice of Clothing and Textiles among students. A binomial logistic regression was performed to analyse data on the research question. The criterion (dependent) variable was choice of Clothing and Textiles. Choice of Clothing and Textiles was categorical with a yes or no response which was scored as 1 and 0, respectively. This variable was dummy-coded, where ‘no’ was used as the reference group. The predictor variables were student, parents/guardians, and teacher factors. These factors were continuously measured. Tables 17 and 18 present the findings.

Table 17: Model Summary

Test	Chi-square (χ^2)	df	Sig.	R ²
Hosmer and Lemeshow	8.86	8	.376	
Cox and Snell				.007
Nagelkerke				.011

Source: Field survey (2023); $p > .05$

A binary logistic regression was performed to examine the influence of (a) student, (b) parents/guardian, and (c) teacher factors on the choice of Clothing and Textiles. The model containing 3 predictor variables (student factors, parents/guardians factors and teacher factors) is presented in Table 17, the full model containing all the variable was statistically not significant, $\chi^2 (8, N = 415) = 8.86, p = .376$, indicating the model containing student factors, parents/guardians’ factors and teacher factors were not able to predict choice of Clothing and Textiles. The entire model provided

explanations between 0.7 % (Cox & Snell) and 11% (Nagelkerke R^2) of the variances in choice of Clothing and Textiles. Table 18 provides the details of the predictor.

Table 18: Logistic Regression Predicting Choice of Clothing and Textiles

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Student factor	.511	.248	4.236	1	.040	1.657	1.025	2.712
Parents/guardians factor	.279	.175	2.535	1	.111	1.322	.938	1.864
Teacher factor	-.199	.263	.571	1	.450	.820	.490	1.372
Constant	-.140	.793	.031	1	.859	.869		

Criterion variable: Choice of Clothing and Textiles

The result in Table 18 shows that the student factor ($B = 0.51$, $p = .040$) was a significant predictor of choice of Clothing and Textiles. However, parents/guardians' factor ($B = 0.28$, $p = .111$) and teacher factor ($B = -0.20$, $p = .450$) were not significant predictors of choice of Clothing and Textiles. This is evident, as their p-values in the sig. column were greater than .05, and therefore, the null hypothesis remained in place. This suggests that, aside from the student element, the parents'/guardians' factors and teacher factors do not have significant influence on choice of Clothing and Textiles.

Discussions

Identify factors that influence students in the choice of Clothing and Textiles as a subject.

The study found that socioeconomic background and interest in another subject did not influence students' choice of Clothing and Textiles as a subject. Again, students disagreed that they were good with sewing which is why they chose Clothing and Textiles, and also indicated that an existing job after completion did not influence their decision in choosing Clothing and Textiles. On the other hand, the respondents

indicated pursuing Clothing and Textiles was as inevitable as they had no option. That notwithstanding, they had interest in fashion, and also a passion for sewing.

These results could imply that the students have an interest to enrol on the Clothing and Textiles option of Home Economics. Granted this, regardless of the aforementioned external factors, the students would persevere and make the best out of their education. In such instances, students are well prepared to face the myriad challenges that may face them in their academic work.

The study's conclusions agreed with those of Powell and McGrath, (2013) who did a study on why students enrol in Technical and Vocational Education Training (TVET). They found that students who enroll in TVET programmes want to prepare themselves for work that will fulfill them, increase their capacity to support their families and communities, boost their self-esteem, and open up new opportunities for their future.

However, the results of the present study conflict with those of a few other investigations (Mndebele & Xaba, 2006; Dalley-Trim, Alloway & Walker, 2008; Ankoma-Sey, Quansah & Nsoh, 2019; Safarmamad, 2019). For example, Mndebele and Xaba (2006) found in their study that students' choice was influenced by their desire to be job creators, not seekers, to learn Vocational skills, and the possibility of getting a job/employment. Additionally, Ankoma-Sey, Quansah, and Nsoh (2019) discovered that, among other things, students' perceptions of the workload, interest, employment prospects, and BECE grade had a substantial impact on their decision to enroll in the Home Economics programme. A plausible reason for the contradiction could be the differences in the samples used in these studies. While the current focused solely on Clothing and Textiles, the previous studies engaged all Home Economics

students. That is, Food and Nutrition, Clothing and Textiles, Agriculture, and Technical (in some cases).

Examine factors that influence parents/guardians in the choice of Clothing and Textiles as a subject for their wards

One of the purposes of this study was to identify the factors that influence parents/guardians in the choice of Clothing and Textiles as a subject for their ward. The results revealed that students chose Clothing and Textiles without the influence of their parent's economic background, they chose Clothing and Textiles without considering their parents' advice and did not consider the success of some relatives in the similar subject path before choosing Clothing and Textiles as a course. This implies students' interest in pursuing Clothing and Textiles influenced their decisions to choose Clothing and Textiles as a subject without considering the previous factors. Regardless of the family history or challenges, students were willing to pursue Clothing and Textiles as a course at Senior High School since it was their preferred subject of study. This perception by the parents could be due to the fact that the parents did not actually discuss any of these factors with their children when they had to choose subjects. Meaning the decision of what to do at the SHS level was probably left entirely to the ward to decide what he/she was comfortable with. Unfortunately, the students in their role indicated that generally they actually did not have much of a choice since that was the only subject they were accepted for.

The findings of this study disagreed with Charity Attah (2016) whose study found that parents' disapproval of the subject such as Clothing and Textiles choice by students was the primary causes of the low student enrollment in Clothing and Textiles. The research offered various suggestions for addressing these issues, one of which was for the pertinent parties to offer financial help to parents of students who enroll in the

clothes and textiles industries in order to lessen their financial responsibilities. Additionally, the research suggests that career counseling on the subject's employment possibilities be provided, especially for parents, who should urge their children to enroll rather than discount the value of the programme (subject).

Again, the study was not persistent with Mndebele and Xaba (2006) who discovered students revealing that (1) their parents have high hopes for Vocational Education due to the abilities acquired, (2) their parents like viewing their children's vocational projects, and (3) their parents enjoy Vocational Education due to the money made. This shows that parents were influential in the choices that students made, particularly with regards to Vocational Education. However, the survey included a number of students from several academic disciplines, including agriculture, business, home economics, and technical studies. The study did not focus only on home economics subjects but all other vocational courses.

A critical examination of the parents' reasons mentioned implies they considered the economic situation of their families, and job availability before selecting Clothing and Textiles for their wards. Considering these factors, parents want their wards to choose a course which does not put a financial burden on them. Additionally, they want their wards to choose a skill training course, which will enable their wards to be self-employed after school considering the high unemployment situation in the country. This is reasonable because inferring from the demographic characteristic of parents, it indicated that most of them were traders, and JSS/JHS leavers. From these indications, it is likely to say that most parents do not have enough income to cater for their wards in programmes which are financially demanding unlike Clothing and Textiles.

The findings of the study agree with the findings of Ankoma-Sey, et al., (2019) who discovered that fathers and other family relatives a role to play in the choice of Home Economics as a programme. Again, Mwesigwa (2021) revealed that the parent's financial situation was important in students' selection of Vocational Education and Training. The findings of Mwesigwa, therefore were in line with parents' who indicated that they considered the household income of the family before they accepted Clothing and Textiles as a subject for their wards.

The findings of this study were in harmony with Safarmamad (2019) who reported that parents had the largest impact on students to choose IVET programmes. Furthermore, it was found that fathers were more influential than mothers. The study also revealed that siblings were also influential in the selection of vocational courses of students. However, once again, the study considered a broad range of programmes rather than Clothing and Textiles.

However, the results of parents/guardians contradict students' opinions on the factors parents plays in the choice of Clothing and Textiles as a subject. The study found that parents/guardians allowed their wards to make decisions to select Clothing and Textiles as a subject. Parents/guardians indicated that their existing careers in Clothing and Textiles gave them the insight to help their wards to choose Clothing and Textiles as a subject. The study further revealed that parents/guardians considered the career they planned for their ward before they accepted the subject chosen, considered the household income of the family before they accepted Clothing and Textiles as a subject for their ward, and indicated that celebrities in fashion influenced their choice of Clothing and Textiles for their wards.

Assess the factors that influence teachers and Heads of Department in choice of Clothing and Textiles as a subject for students

This part discusses the result of the factors that influence teachers and Heads of Departments in students' choice of Clothing and Textiles as a subject.

The results of the study was in line with those of Enkali (2019), whose research revealed that students concurred that instructors and administrators have an impact on their students' subject preferences as well as the tactics that might enhance the number of students who choose a particular topic.

Furthermore, the study revealed teachers and heads of departments agreed that teaching and learning materials like hand sewing machine in the school is not enough, this affect the number of students who do the subject, students think the subject is for those who are not intelligent, and experience in education as a teacher influence the choice of subject for students.

From the results, this implies the teaching experience of teachers and heads of department in Clothing and Textiles influence most students to pursue Clothing and Textiles as a course. The demographic characteristics of teachers and heads of department have shown that most of them have 1- 20 years of teaching experience. This means teachers and heads of department are likely to mentor most of the students in the area of Clothing and Textiles and it is not surprising students look up to their teachers and heads of department as an inspiration to choose Clothing and Textiles as a subject. Hence, insufficient teaching and learning materials such as insufficient hand sewing machines force teachers and heads of department to reduce the intake of students in the area of Clothing and Textiles. Therefore, these challenges are likely to influence the decision with the choice of Clothing and Textile as a subject.

The current study's findings were consistent with those of Somsri Petchote (2018), who found that, in descending order, university image, instructors, curriculum, implementation, facility, and instructional media were the factors that had the greatest overall and specific influence on students' decisions to enroll in the Home Economics programme. This shows that Heads of Department of Home Economics Department have a responsibility of ensuring the right facilities, instructional media, and curriculum which help in projecting a good image of the university in relation to their courses.

Additionally, the findings of the study were also consistent with Safarmamad (2019) who found that teacher and head of department factors, however, the most relevant factor was hands-on experience. Students chose Vocational programmes because these programmes allow them to put into practice the theories that they have learnt. This implies that teachers and head of departments play a role in the selection of Home Economics as a subject because they provide the opportunities for students to practice what they have learnt.

The findings of this study were in harmony with Mwesigwa, (2021) whose study revealed that teachers and head of departments play a role in the selection of Home Economics as a subject because they provide the opportunities for students to practice what they have learnt. If the nature of the vocational training course is not well designed, students are unlikely to patronize the vocational training programme.

There is no statistically significant influence of (a) student, (b) parents/guardians, and (c) teacher factors on the choice of Clothing and Textiles.

The result showed that there was no statistically significant difference in any of the factors [(a) student, (b) parents/guardians, and (c) teacher factors] in the linear model predicting influence on the selection of Clothing and Textiles at the Senior High School. The students have their own mind without influence of chosen subject. The

result was consistent with earlier findings of Mndebele and Xaba (2006) that students actually have their own preferences, interest and motivation of choosing a career through the subject of study. The students might not have any of the stated factors of measure [(a) student, (b) parents/guardians, and (c) teacher factors], however, the advent of electronic media and others in their communities could be an influence. The school uniforms and occasional dresses were mostly sewn by tailors and dressmakers in their community and the students could interact with them. The interactions they have in different levels might have informed what subject to choose at the SHS level for study. Advert on television and social medias could also be an inspiration for them to choose Clothing and Textile as a subject of study.

Career decision at the early stage of the students' education at the Junior High Schools could be a factor. As indicated in similar study of Dalley et al (2008) that person make their decisions influenced by some many factors, and such factors were not of focus to the current study. The socio-economic factors could have informed the students to decide choosing Clothing and Textiles as indicated in Powell and McGrath (2013) which were not factors tested in the current study.

Chapter Summary

The study examined Clothing and Textiles as a Home Economics subject by students at Senior High Schools in Abura Asebu-Kwamankese. The study found that the financial strength of parents and interest in another subject did not influence students' choice of Clothing and Textiles as a subject. Again, students disagreed that they were good with sewing which is why they chose Clothing and Textiles, and also indicated that an existing job after completion did not influence their decision in choosing Clothing and Textiles. On the other hand, the respondents indicated pursuing Clothing and Textiles was as inevitable as they had no option. The study revealed that

parents existing careers in Clothing and Textiles gave them the insight to help their wards to choose Clothing and Textile as a subject. Finally, teachers and heads of departments indicated that teaching and learning materials like hand sewing machine in the school is not enough, which affected the number of students who do the subject, students think the subject is for those who are not intelligent, and experience in education as a teacher influence the choice of subject for students.

The outcome of the hypothesis tested was that the assumed factors that may influence the decision to choose Clothing and Textile as a subject to be studied were not the case. It was only the student factor that had influence on the choice of subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The study's goal was to look into the factors that influenced students to choose Clothing and Textiles as a Home Economics subject (option) at Senior High Schools in Abura Asebu-Kwamankese. Three objectives and one hypothesis served as the basis for the study. In order to conduct the study, a descriptive cross-sectional approach was used. The study's population was made up of all form 2 and form 3 students, Clothing and Textiles teachers and Heads of Department in the Home Economics Department at the four Senior High Schools in the Abura-Asebu-Kwamankese District, with a total of 371 students, 5 teachers, and 4 Heads of Department. The study also targeted all 208 parents/guardians whose wards were studying Clothing and Textile as a subject and staying with them in the Abura-Asebu-Kwamankese District. The study employed a census sampling to select 371 students, purposive sampling was used to select 5 teachers and 4 Heads of Department for the study and convenient sampling was also used to select 208 parents/guardians of students for the study.

Data from respondents was collected using three separate questionnaires. These questionnaires were; questionnaire for students, questionnaire for teachers and Heads of Department, and questionnaire for parents/guardians. Additionally, the statistics used to analyze the data were mean, standard deviation, frequencies, and percentages for the descriptive statistics and a binomial logistic regression utilized to calculate the inferential statistic.

The study's findings and conclusions are summarized in this chapter. It also presents recommendations that would help to address some of the issues associated with

the choosing of Clothing and Textiles as a subject in Senior High Schools in Ghana. The key findings are presented according to the research questions of the study.

Key Findings

Research objective one; identify factors that influence students in the choice of Clothing and Textiles as a subject.

- Students had interest in fashion and their passion for sewing influenced their choice in Clothing and Textiles as a subject.

Research objective two; examine factors that influence parents/guardian in the choice of Clothing and Textiles as a subject for their wards.

- The career prospect and availability of employment in Clothing and Textiles was considered by parents before making the choice.
- The household income of the family also influenced parents to choose the subject for their ward.

Research objective three; assess the factors that influence Teachers and Heads of Department in the choice of Clothing and Textiles as a subject by the students.

- Teachers and Heads of Department teaching experience in Clothing and Textiles and mentoring students had an influence on students' choice of Clothing and Textiles.

There is no statistically significant influence of (a) student, (b) parents/guardians, and (c) teacher factors on the choice of Clothing and Textiles.

- There was no statistically significant influence of (a) student, (b) parents/guardians, and (c) teacher factors on the choice of Clothing and Textiles

Conclusion

The findings showed that there was no financial issue on the side of parents/guardians that could have impacted on the decision making of the students to choosing Clothing and Textiles as a subject for study at the senior high school studied. However, students considered their interest in fashion and passion for sewing before choosing Clothing and Textiles as a subject. Their reasons for choice of subject were more innate, regardless of the external influence.

On the factors of parents/guardians as an influence, the study further concluded that parents considered their career in Clothing and Textiles, the household income of the family, and employment availability before allowing their wards to choose Clothing and Textiles as a subject. This decision might have arisen due to the parents/guardians financial ability to support their wards in school to buy learning materials and other input in the cause of their studies.

Finally, the factors that influenced teachers and HODs in the subject's selection at the Senior High Level was due to teaching experience of teachers and Heads of Departments. The teaching experience was also a factor that influenced most students' decisions to pursue Clothing and Textiles as a programme. Hence, insufficient teaching and learning materials such as hand sewing machines in the Clothing and Textiles Laboratory influenced the number of student intake in the Clothing and Textiles programme.

Recommendations

Based on the key findings and the conclusions made, the following recommendations were made;

Research objective one;

- Students need to be exposed to a lot of careers in Clothing and Textiles by their teachers at the Junior High School. This will be a guide for them at the SHS when making a choice in their subject of study as Home Economics students.

Research objective two

- Stakeholders like the counsellors at the Basic schools should provide intensive education on career guidance in Clothing and Textiles for parents whose wards are at the J.H.S. 3, since parents consider career opportunities before making a choice for their wards. When this is done, it will help parents guide their wards when choosing a subject in Home Economics (precisely Clothing and Textiles) at the S.H.S. level.

Research objective three;

- Clothing and Textiles teachers and Heads of Department need to undergo a lot of in-service training to gain more experience to assist students in their choice of subject (Clothing and Textiles) as Home Economics students. This will also help teachers to use the appropriate methods of mentoring a lot of the students in choosing the subject (C&T).

Suggestions for Further Research

1. Further study is recommended to examine factors influencing the choice of Clothing and Textiles programme among university students.
2. It is advised that the study be repeated in other districts with Senior High Schools since certain differences in internal policies may have an impact on the findings.

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APPENDICES**APPENDIX A****QUESTIONNAIRE FOR STUDENTS****UNIVERSITY OF CAPE COAST****COLLEGE OF EDUCATION STUDIES****FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION****DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION****RESEARCH QUESTIONNAIRE FOR STUDENTS**

Dear Respondents,

I am a researcher from University of Cape Coast. I invite you to participate in research on: *Selection of Clothing and Textiles as a Home Economics subject (option) by students at Senior High schools district*. You are assured that this questionnaire is strictly for academic purposes. All data collected using this questionnaire shall be treated as confidential. Your honest response to the items in the questionnaire is of topmost importance. Please read carefully and place a tick at the appropriate choice for each statement.

Please complete the items below: Place a tick [✓] at the appropriate box

SECTION A: DEMOGRAPHIC INFORMATION

1. Sex

I. Male []

II. Female []

2. Age (Please write) _____

3. Are you a first year Clothing and Textiles students?

I. Yes []

II. No []

4. What is your dream career? (Please write)

.....

SECTION B: FACTORS THAT INFLUENCE STUDENTS IN THE CHOICE OF CLOTHING AND TEXTILES AS A SUBJECT.

Read carefully and indicate the extent to which the following determined your intended choice of subject. Please answer by ticking (✓) the corresponding boxes using the legend below:

Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

SN	Statements	SD	D	A	SA
1.	I chose this subject because of my friends.				
2.	The financial strength of my parents influenced my choice of subject.				
3.	My parents advised me to choose this subject.				
4.	I chose this subject because of the financial strength of my parents.				
5.	My teachers at JHS motivated me to choose this subject.				
6.	The success of some of my relatives in similar subject paths influenced my choice.				
7.	Counsellors at JHS were the greatest influence on my subject choice during the selection of schools.				
8.	I will be able to get job easy after school.				
9.	My interest in fashion affected my subject choice.				
10.	My access to employment in a family business after SHS affected my choice of subject.				
11.	I am good with sewing and that is why I chose this subject.				
12.	I can be self-employed, hence the choice of this subject.				
13.	Mentorship opportunities with fashion designers/seamstresses played a role in my subject choice.				
14.	Thinking about career choices now is a waste of time, since it cannot affect my subject choice.				
15.	My interest in sewing played a role in my subject choice.				
16.	My passion for sewing played a role in my subject choice.				
17.	Teachers' characteristics in teaching Sewing at the JHS influenced me in choosing the subject.				
18.	An existing job after completion influenced my subject choice.				
19.	An opportunity for further education/training influenced my choice of subject.				
20.	The school's orientation for new students made me to choose this subject.				
21.	I am very passionate about studying Clothing and Textiles.				
22.	I did not have a choice as to what to study at my SHS.				
23.	I was interested in another subject but I was given Clothing and Textiles option by the school.				

APPENDIX B

QUESTIONNAIRE FOR PARENTS/GUARDIANS

Dear Respondents,

You are invited to participate in research on the topic *Selection of Clothing and Textiles as a Home Economics subject (option) by students at Senior High schools in the district*. You are assured that this questionnaire is strictly for academic purposes and as such, all information obtained through this medium shall be treated as confidential. Please be honest in your responses.

Please fill in the required information below: Please tick [✓] the appropriate box
SECTION A: DEMOGRAPHIC INFORMATION

Gender

- I. Male []
 II. Female []

Age

- I. 25 30 []
 II. 31 40 []
 III. 41 50 []
 IV. 51 60 []
 V. 61 Above []

Relation with child

- I. Mother
 II. Father
 III. Others _____

Occupation (. e.g., trader, driver) _____

Highest educational background

- I. Middle School Leaving Certificate Examination []
 II. O' Level []
 III. A' Level []
 IV. JSS/JHS []
 V. SSCE/SHS/TEC/VOC []
 VI. Diploma []
 VII. First Degree []
 VIII. Masters []
 IX. PHD []
 X. None []

SECTION B: FACTORS THAT INFLUENCE PARENTS/GUARDIANS IN THE CHOICE OF CLOTHING AND TEXTILES AS A SUBJECT BY THEIR WARDS

Read carefully and tick the one that correspond with your answer as a parent/guardian for your ward who is doing Clothing and Textiles as a subject and also write a sentence to explain your reason for choice.

1. Who decided on the selection of Clothing and Textiles as subject to be studied by your ward?

I decided ☐

My ward decided ☐

Teacher decided ☐

Reason

.....

2. I considered my level of education before I chose/accepted the subject (precisely Clothing and Textiles) for my child/ward at SHS.

Yes ☐

No ☐

Reason

.....

3. I considered the household income for the family before I chose/accepted the subject (Clothing and Textiles) choice for my child/ward.

Yes ☐

No ☐

Reason

.....

4. I considered the career I planned for my child/ward before chose/accepted the subject chosen.

Yes ☐

No ☐

Reason

.....

5. I considered the careers of my friends, this had influence on the kind of subject (Clothing and Textiles) I chose/accepted for my child/ward.

Yes ☐

No ☐

Reason

.....

6. The course I did at SHS had influence on the subject (Clothing and Textiles) I chose/accepted for my child/ward.

Yes []

No []

Reason

.....
.....

7. My neighbour's child's programme had great influence on the subject (Clothing and Textiles) I chose/accepted for my child/ward as a Home Economics student.

Yes []

No []

Reason

.....
.....
.....

8. Celebrities in fashion influenced the subject (Clothing and Textiles) I chose/accepted for my child/ward as a Home Economics student.

Yes []

No []

Reason

.....
.....
.....

9. My existing career gave me an insight to help my ward chose/accept Clothing and Textiles, as a subject.

Yes []

No []

Reason

.....
.....
.....

APPENDIX C

QUESTIONNAIRE FOR HEAD OF DEPARTMENT

Dear Respondents,

I am a researcher from University of Cape Coast. I invite you to participate in research on *Selection of Clothing and Textiles as a Home Economics subject (option) by students at Senior High schools in the district*. You are assured that this questionnaire is strictly for academic purposes. All data collected using this questionnaire shall be treated as confidential. Your honest response to the items in the questionnaire is of topmost importance. Please read carefully and place a tick at the appropriate choice for each statement.

Please fill in the required information below: Please tick [✓] the appropriate box

SECTION A: DEMOGRAPHIC INFORMATION

1. Sex

- I. Male []
II. Female []

2. Age

- I. 25 30 []
II. 31 40 []
III. 41 50 []
IV. 51 60 []

3. Position

- I. Head of Department []
II. Others _____

4. Highest educational background

- I. PHD []
II. Masters []
III. Bachelor's []

5. What is your area of specialisation?

- I. Clothing and Textiles []
II. Food and Nutrition []
III. Other (Please write)

6. How long have you taught Clothing and Textiles?

- Less than a year []
1-10 years []
10-20 years []
20years and above []

SECTION B: FACTORS THAT INFLUENCE THE HEAD OF DEPARTMENT IN THE CHOICE OF CLOTHING AND TEXTILES AS A SUBJECT FOR STUDENTS.

Read carefully and indicate the extent to which the following roles are played by the head of department in knowing the influence of students' choice of subject.

Please answer by ticking (✓) the corresponding boxes using the legend below:

Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

SN	Statements	SD	D	A	SA
1.	Students choose the subject with the help of HoDs based on the HoDs's pinion about the student's performance.				
2.	Some of the students have poor background in Clothing and Textiles as a subject.				
3.	The subject was imposed on some students by the head of department or teachers.				
4.	HoDs help students who have more interest in the subject to choose it.				
5.	HoDs give less career opportunities during orientation period affecting fewer students picking the subject				
6.	The economic stand of students' parents makes HoD's advise students to choose the subject.				
7.	HoDs allow students to make their own choice of subject.				
8.	Teaching and Learning materials like hand sewing machine in the school is not enough, this after the number of students who do the subject.				
9.	Students think the subject is for those who are not intelligent.				
10.	Subject popularity in the school influence students' choice of subject.				
11.	My level and experience in education as an HoD had influence in choice of the subject for students.				

APPENDIX D

QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

I am a researcher from University of Cape Coast. I invite you to participate in research on *Selection of Clothing and Textiles as a Home Economics subject (option) by students at Senior High schools in the district*. You are assured that this questionnaire is strictly for academic purposes. All data collected using this questionnaire shall be treated as confidential. Your honest response to the items in the questionnaire is of topmost importance. Please read carefully and place a tick at the appropriate choice for each statement.

Please fill in the required information below: Please tick [✓] the appropriate box

SECTION A: DEMOGRAPHIC INFORMATION

1. Sex

- III. Male ☐
- IV. Female ☐

2. Age

- V. 25 30 ☐
- VI. 31 40 ☐
- VII. 41 50 ☐
- VIII. 51 60 ☐

3. Position

- III. Teacher (permanent) ☐

- IV. Others _____

4. Highest educational background

- IV. PHD ☐
- V. Masters ☐
- VI. Bachelor's ☐

5. What is your area of specialisation?

- IV. Clothing and Textiles ☐
- V. Food and Nutrition ☐
- VI. Other (Please write)

6. How long have you taught Clothing and Textiles?

- Less than a year ☐
- 1-10 years ☐
- 10-20 years ☐
- 20years and above ☐

SECTION B: FACTORS THAT INFLUENCE TEACHERS IN THE CHOICE OF CLOTHING AND TEXTILES AS A SUBJECT FOR STUDENTS.

Read carefully and indicate the extent to which the following roles are played by the teacher in knowing the influence of students' choice of subject.

Please answer by ticking (✓) the corresponding boxes using the legend below:

Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

SN	Statements	SD	D	A	SA
7.	Students choose the subject with the help of teachers based on the teacher's opinion about the student's performance.				
8.	Some of the students have poor background in Clothing and Textiles as a subject.				
9.	The subject was imposed on some students by the teachers.				
10.	Teachers help students who have more interest in the subject to choose it.				
11.	Teachers give less career opportunities during orientation period affecting fewer students picking the subject				
12.	The economic stand of students' parents makes teachers advise students to choose the subject.				
13.	Teachers allow students to make their own choice of subject.				
14.	Teaching and Learning materials like hand sewing machine in the school is not enough, this after the number of students who do the subject.				
15.	Students think the subject is for those who are not intelligent.				
16.	The way other teachers perceive the subject makes it difficult for students to choose the subject.				
17.	Non performing Clothing and Textiles teachers affect student's choice.				
18.	Subject popularity in the school influence students' choice of subject.				
19.	My level and experience in education as a teacher had influence in choice of the subject for students.				

APPENDIX E

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

Direct: 03320-91097
Telegrams & Cables: University, Cape Coast



University of Cape Coast
Cape Coast

Our Ref: VTE/IAR/V.3

4th July, 2022

The Head
Institutional Review Board
UCC

Dear Sir,

REQUEST FOR ETHICAL CLEARANCE

We have the pleasure of introducing to you **Ms. Dorcas Duncan**, an M.Phil. student with registration number **ET/HEP/20/0002** of this Department. She is working on the thesis topic **"Clothing and Textiles as a Home Economics track by students at the Senior High School in Abura Asebe- Kwamankese."**

Currently, she is at the data collection stage of the thesis, and we would be most grateful if you could grant her an Ethical Clearance to enable her proceed with the work.

Thank you.

Yours faithfully,

Dr Augustina Araba Amissah
HEAD OF DEPARTMENT

APPENDIX F

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION

TELEPHONE: 03212299210

E-MAIL: votec@ucc.edu.gh

Our Ref: VTE/IAP/V.4/137
Your Ref:



Department of Vocational and Technical
Education

University Post Office
Cape Coast

10th January, 2023.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER – DORCAS DUNCAN

We have the pleasure of introducing to you **Dorcas Duncan** who is an MPhil student of this Department with registration number **ET/HEP/20/0002**.

She is conducting a research on the topic: “Clothing and Textiles as a Home Economics track by students at Senior High Schools in the Abura Asebu-Kwamankese District.”

We would be most grateful if you could give her the necessary assistance from your outfit to enable her progress with her work.

Thank you.

Yours faithfully,

Dr. (Mrs.) Patience Danquah Monnie
HEAD OF DEPARTMENT